



BEHAVIOUR POLICY

DATE OF LAST REVIEW :

March 2019

REVIEWED BY :

Governing Body / Executive Head Teacher

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March 2020

BEHAVIOUR POLICY

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INTRODUCTION

At Gorse Ride Schools we aim to inspire pupils to:

- **Grow** into aspirational lifelong learners
- Develop mutual **respect** and make a positive contribution to their community and the wider world
- Nurture resilience and independence to **succeed**
- Strive to achieve their best

When we all take responsibility for good relationships in our school community, making it a safe and happy place for everyone, this creates an environment where we can **GROW**.

When we harm someone else or our school community by our behaviour we take responsibility for repairing that harm. This teaches us **RESPECT**.

When we all participate in solving problems and in voicing our thoughts and emotions, this gives us the skills we need to **SUCCEED**.

AIMS

Pupils spend only a small amount of their time in school with us and so we ask families to support us in achieving the aims of this policy.

We aim to:

- ensure the health and safety of everyone at school
- support the work of families in teaching children to know the difference between right and wrong, including **the rule of law**
- encourage courtesy, honesty, **respect and tolerance** for everyone we meet
- encourage respect and care for the property of others, the school and ourselves
- achieve our personal best and respect the efforts of others
- create a safe and happy environment for work and play, that is fair and **democratic**
- prepare our children for the opportunities, responsibilities and experiences of adult life
- encourage empathy with all individuals regardless of **faith, beliefs**, race, creed, colour, gender, age or disability
- ensure the right of everybody's **individual liberty** to learn and make choices

SCHOOL RULES

Our rules embody our school vision to grow, respect and succeed and set out expectations for all members of our community to follow:

- Keep ourselves and each other safe
- Listen to each other
- Be honest and kind
- Work hard
- Respect our school community

Our school rules are clearly displayed throughout the school and in classes. Through these rules we aim to enforce the following rights for children and staff:

We believe that all children have the right:

- To aim high and achieve their goals
- To learn in an environment free from disruption
- To be encouraged and praised for good work and positive behaviour
- To be spoken to and treated calmly and respectfully.

We believe that every member of staff has the right:

- To expect to teach in an environment without disruption
- To respond assertively to not let one child's disruption affect the progress or safety of another child
- To set clear expectations of good behaviour and high levels of effort in class
- To be supported when needed by parents/carers, colleagues and senior staff
- To be treated respectfully by all children

Please see our anti-bullying policy which addresses issues of intimidation and bullying.

BEHAVIOUR FOR LEARNING

At Gorse Ride Schools we encourage children to display positive learning behaviours such as focus, resilience and independence. Staff may refer to the school's Behaviour for Learning Toolkit for strategies to use within class.

THE RESTORATIVE APPROACH

Gorse Ride Schools use the Restorative Practice approach to addressing conflict, unacceptable behaviour and discipline in schools. It is a whole school ethos which will impact on all relationships within the school community, whether between parents, staff, children or any combination of the three.

Restorative practice is focussed on three main areas:

1. Building strong, mutually respectful relationships within the school community so that good teaching and learning can flourish and both adults and children feel supported.
2. Using restorative approaches to restore positive relationship where problems occur, including circle time, problem solving circles and restorative conversations.*
3. Repairing harm where there have been more significant problems.

**Please see Appendix 1 'Restorative Approaches' for a detailed description of how these work in practice.*

The 4 Steps

At Gorse Ride Schools children are encouraged to take responsibility for their actions and to resolve conflicts themselves where possible and appropriate. This is implemented using 'The 4 Steps' if a conflict occurs. *See Appendix 2 for more details.*

REWARDS

Good work and good behaviour can be rewarded in many ways e.g.:

- smile or word of praise
- marking comments/celebration of work on display
- providing opportunities for peers to praise each other through peer assessment and circle time
- reference to another adult
- reference to the subject leader/school senior staff/deputy head/head teacher
- stickers
- gold book assembly/certificates
- gold certificate
- Golden time
- house points
- lunchtime awards
- phone call/note to parent
- individual reward systems on advice of Inclusion Manager

CONSEQUENCES

There are a number of strategies that a teacher can use for the normal day-to-day behaviour issues that may occur in any class. Teachers should ensure that these protect the pupil's self-esteem, maintain a healthy relationship with the teacher and peers and repairs harm. Consequences should be appropriate to the behaviour and address that behaviour. *See Appendix 3 for additional guidance.*

Consequences for extreme behaviour concerns

- meeting between senior staff, teacher and parents/guardians
- internal exclusion
- fixed term exclusion (lunchtime exclusions count as ½ day)
- permanent exclusion

We do not wish to exclude any children, however this is sometimes necessary. In the case of extreme incidents the Headteacher can consider the exclusion of a pupil. Once a child has been excluded the Headteacher will inform the chair of Governors of the circumstances which led to the exclusion. Current statutory exclusion procedures will be followed – see *Exclusion from maintained schools, academies and pupil referral units in England Jan 2015* and Wokingham LA guidance on exclusion procedures. Children considered to be at risk of exclusion will be supported through a pastoral support plan. Their family will be involved in the production of this plan.

PHYSICAL CONTACT

Gorse Ride Schools recognise that for some staff physical contact is part of their role, for example, various forms of therapy and the administration of first aid involve touch. It is also used to reassure and comfort children. On occasions school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported.

Examples of circumstances when proportionate restraint may be reasonable:

- To protect people or property
- To move children to a safer place

At Gorse Ride Schools, there are a number of staff who have been trained in de-escalation and holding. All incidents where holding has been appropriate are recorded (*see Physical restraint policy*), parents/carers informed and actions put in place following the incident. In the follow up to such an incident, the school will continue to manage the situation using restorative approaches.

PARENTS

Parents are aware of the procedures at Gorse Ride Schools and are encouraged to ask about, and become actively involved in Restorative Practice. As a school we offer a course for parents to understand Restorative Practice and how to use it in their homes.

MONITORING AND REVIEW

The Curriculum Committee of the governing body monitors this policy on a three year basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

Appendix 1

RESTORATIVE PRACTICES IN GORSE RIDE SCHOOLS

Overarching principles that apply to all restorative approaches:

- Relationships matter and harm needs to be repaired
- Everyone has a voice
- Everyone has responsibility in restoring relationships and sorting out problems

These principles can be related to our school vision statement: “Grow, respect, succeed”. We believe that where relationships are strong and problems are dealt with, that creates an environment where pupils can grow and succeed. Giving everyone a voice and encouraging all in the school community to take responsibility for repairing harm and solving problems will give us a culture of respect.

Restorative processes do not necessarily have to be actioned immediately. In many cases, time to cool off and think will make the process more effective.

Restorative Approaches : The Four Steps

Any member of the school community, adult or child can take responsibility for working through the four steps for resolving conflict in the moment.

Examples:

A child may seek to resolve a dispute in the playground

A teacher may manage classroom noise using restorative language

An adult may address a problem with a colleague using restorative language

Restorative Approaches : Circle Time

Circle time may be used to resolve a whole class problem or work through a difficult discussion but it may be used simply as a way of teaching that ensures that everyone has a voice and everyone takes responsibility for learning. Circle time, when used regularly, sets a climate where restorative approaches can thrive because children become used to articulating their opinions and thoughts in a group. Circle times can be planned or spontaneous but should be based on the principle of giving everyone an equal voice and equal opportunity to contribute.

Restorative Approaches : Problem Solving Circle

A problem solving circle may be used where one member of the school community has a difficulty that they would like help with. The key elements of a problem solving circle are that once the person who requires help has stated the problem and answered questions for clarification, they must just listen to all suggestions respectfully, and all suggestions should be recorded. Participants should be invited to think creatively and encouraged to bring suggestions regardless of whether they are practical or not. There should be no dialogue on whether suggestions will work but at the end of the process, the person being helped should choose two or three to investigate further. There should be an opportunity for the person to feedback how they got on to aid accountability. This process encourages collaboration, creative problem solving skills and taking responsibility.

Examples:

The class can be called upon to help a child to overcome a problem or barrier to learning. Staff can use this approach to gain support in managing difficult situations

Restorative Approaches : Classroom Management

Using a restorative approach in the classroom means both using restorative language e.g “I feel frustrated when you waste our learning time by making silly noises. I would like you to sit quietly while I give the instructions for our task”; and enabling pupils to take responsibility for their own actions and repair any harm they have done. That may include applying both natural and logical consequences but is different to applying sanctions as a punishment. A child who has wasted time may be expected to make up the time at break (an alternative time may be appropriate for children who have low self-control and are likely to be negatively affected by the loss of physical activity). A child who has upset someone will be expected to listen to the other child’s perspective and may be required to apologise and do something kind as a restorative action. A child who has been disrespectful may lose privileges but be invited to demonstrate their respect to have those privileges returned. The aim of the consequence is not to punish the child for their behaviour but to enable them to understand the impact of their behaviour and their responsibility for repairing harm. Sometimes, working out the best logical or natural consequence may take time and is best applied after immediate feelings have died down.

Restorative Approaches : Restorative Conversations

Sometimes working through the four steps will not be enough to resolve problems and restore relationship and it may be helpful to be supported in a deeper restorative conversation, detailing what happened, how each party feel about it and what needs to happen in order to move on. If the matter is particularly sensitive, speak to Esther Saxton for support on the best way forward.

Appendix 2

RESTORATIVE PRACTICES – THE FOUR STEPS

First level restorative approach :
child led or with adult support if necessary

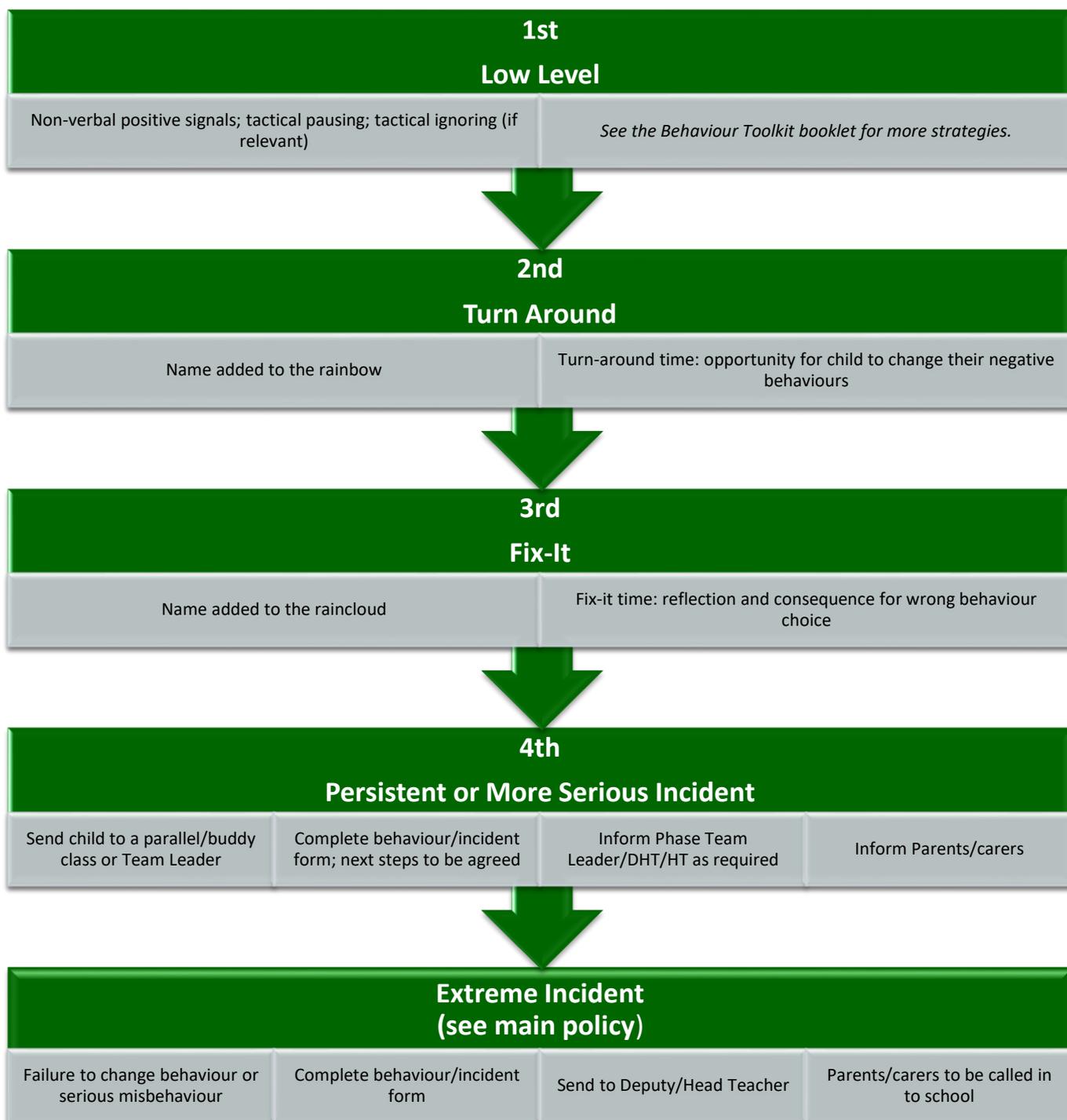
-  **STOP** Tell the other person to stop what they are doing (if it's still happening)
-  **LOOK** Look at the person to check they are listening
-  **SAY** "I feel...when you... because..."
Example: "I feel embarrassed when you call me an idiot because it makes me sound stupid"
Example: "I feel sad because you broke my tower"
-  **TELL** "What I would like you to do is..."
Example: "What I would like you to do is tell me privately if I'm not playing the game right and help me join in."
Example: "What I would like you to do is help me build another one".

Appendix 3

BEHAVIOUR FLOWCHART FOR INFANT SCHOOL

ALWAYS : Some rules being demonstrated consistently / showing positive learning behaviours
Class achieve Reward Time / Golden Time

SOME : Showing exceptional attitude / effort in learning
Name added to the Superstar (reward)



BEHAVIOUR FLOWCHART FOR JUNIOR SCHOOL

ALWAYS : Some rules being demonstrated consistently / showing positive learning behaviours
Class achieve Reward Time / Golden Time

SOME : Showing exceptional attitude / effort in learning
Name added to the Superstar (reward)

