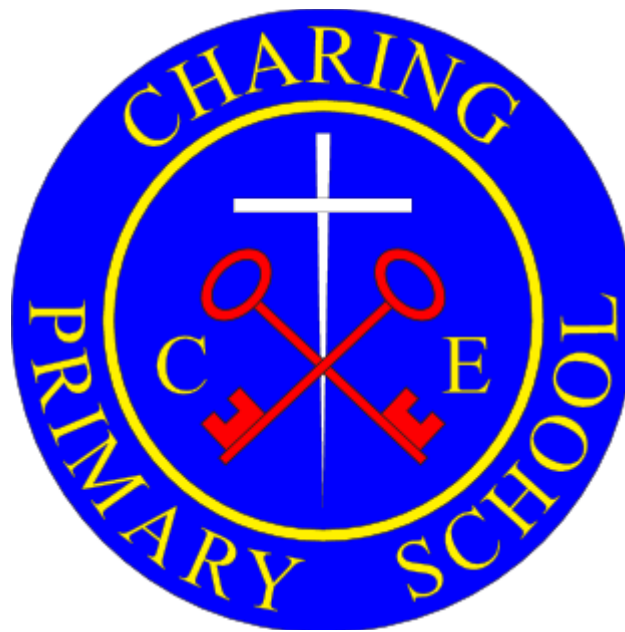


*...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow
weary, they will walk and not be faint.' Isaiah 40:31*

connect | nurture | aspire | learn | excel | hope



Charing Church of England Primary School

Behaviour, Restorative Justice and Anti-Bullying

| Document Information | Date/source of Policy | Responsibility |
|----------------------|-----------------------|----------------|
| Date of review | September 2019 | Leadership |
| Date of new review | September 2020 | Leadership |

“As an inclusive community built on friendship and love, Christian values inspire us through faith in God and hope for the future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We work together to ensure we achieve our aspirations and encourage independence.

”

Love Friendship Kindness Truth Hope

Why Do We Need A Behaviour For Learning Policy?

The law requires schools to have a written behaviour policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our behaviour for learning policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents and carers in the development of their child.

Our Behaviour Policy reflects the school's Christian Anglican Values, is fully inclusive, reflecting the school's SEN policy, and promotes equality of opportunity for all pupils and staff regardless of their sexual orientation, race religion or disability.

At Charing CE Primary School we aim for our pupils to become independent learners, motivated by their natural curiosity about the world in which they live in. We want them to enjoy life and be happy and aim to achieve this through the teaching of our Christian Values:

We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff, parents/carers and governors to promote our Core Christian Values.

School Expectations

We expect that our pupils to show outstanding behaviour at all times reflecting our school

Christian Values:

Love

Friendship

Kindness

Truth

Hope

What Are The Principles Of Our Behaviour For Learning Policy?

- To raise pupils' self-esteem
- To promote/develop empathy and respect for self and others
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage pupils to value the school environment and its routines

- To ensure that pupils are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive, proactive reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented throughout the school
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy
- To ensure the rights and responsibilities of all members of the school community

How Do We Implement The School Behaviour For Learning Policy?

1. School Ethos
2. Expectations of the school community
3. Classroom Management
4. Curriculum
5. Rewards
6. Sanctions
7. Support Systems for Individual Pupil Need
8. Support Systems for Staff
9. Support Systems for Parents/Carers
10. Anti-Bullying Policy
11. Exclusions Policy

School Ethos

Our Good Behaviour Charter

- **Be Respectful and Well Mannered**
- **Have a Positive Attitude**
- **Be Polite and Kind**
- **Be Aware of the Environment and Hold Doors Open**
- **Be a Good Listener**
- **Be Helpful to Others and Encouraging**
- **Be Courteous**
- **Be Happy**

(These expectations cover all aspects of school life including lunchtimes, school trips and after school events):

If children do not follow our Good Behaviour expectations, then sanctions should be used. Each class Teacher will have the use of Class Dojo in their classroom, from January 2019, where children's names can be given points according to their behaviour and sanctions should be used according to our policy.

All classes use a 'Good to be Green' behaviour system, clearly displayed.

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in Collective Worship, in PSHE and Citizenship lessons and through modelling good social behaviour from all adults within the school community.

Expectations of the School Community

All Staff and The Governing body are expected to:

- Implement the behaviour policy consistently
- Have high expectations
- Model positive behaviour
- Record behaviour incidents
- Encourage the aims and values of the school and local community among the pupils
- Meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support
- Encourage regular communication between home and school

The senior leadership team will support staff in responding to behaviour incidents.

Pupils

All pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

More detailed expectations can be found in Appendix 1

Parents and Carers

- To be aware of and support the school's values and expectations, working together with all staff in a positive and respectful manner.
- To ensure that pupils come to school regularly, on time with the appropriate equipment.

- To keep pupils at home when they are ill and provide the school with a reason daily, for any absence. This can be done by phoning the school and leaving a message on the absence line, speaking to a member of the office staff or via email.
- To take an active and supportive interest in your child's work and progress.
- To provide the school with an emergency contact number.

Acknowledging Our Responsibilities with Children with SEN (Equality Act 2010)

At Charing CE Primary School, we recognise the need to make adjustments for pupils with SEND. Please refer to our SEND policy.

Classroom Management

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As children within the framework of the school spend a lot of time within the classroom, it is essential that well organised and delivered lessons will seek to secure good standards of behaviour.

Bearing this in mind teachers should aim to: -

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Curriculum

At this school, through our curriculum, we teach pupils the above mentioned principles. PSHE and citizenship lessons (please refer to PSHE and citizenship policy) address our ethos and expectations directly. We believe that an appropriately structured and differentiated curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives that are understood by the pupils and personalised to meet the needs of a range of abilities. Verbal feedback, marking and record keeping can be used as supportive activities, providing positive feedback to pupils on their progress and achievements and as a signal to them that the pupils' efforts are valued and that progress matters.

Rewards and Sanctions

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways including:

Celebration Collective Worship

Every **Friday** children's hard work and good behaviour is celebrated. Members of all class will receive a Headteacher's award they will also hear the reasons why their teachers are so proud of them and receive a certificate to take home. Children's efforts to display our school values will be celebrated and certificates awarded by all staff members.

Excellent attendance is also celebrated during Collective Worship. Those classes that achieve their targets are rewarded by the class teacher. In addition to that, there are incentives to achieve good attendance with rewards for those children who achieve 100% attendance every term. For further information, please refer to the Attendance policy.

During Collective Worship children are encouraged to bring in any awards that they have achieved outside of school as it is important to us that all of their achievements outside of school are also celebrated.

Hot Choc Friday:

This is awarded to a child from each class who have received a star of the week certificate or received a school values certificate. This will be undertaken by the FLO.

Dojo Points:

These can be awarded for good work and/ or behaviour and for demonstrating our core Christian Values.

Other rewards

In addition to this, in EYFS and KS1 Rainbow stickers are used to reward children who have exceed the Good to be Green and receive a rainbow card or a pot of gold card. The child can then choose a small prize from a box.

This will be reviewed at October half term for KS2.

Sweets or chocolates will not be used as rewards (see our School Food Policy – this is a criteria of our Healthy School Status).

Telephone calls home or texts may be made to celebrate exceptional behaviour and attitude at playtime and lunchtimes.

Attendance and punctuality are rewarded. See the Attendance policy.

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided as this breeds resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is sanctioned

Banned Items

For the safety and wellbeing of all pupils the school does not permit pupils or adults to bring the following items onto the school site:

- Knives or weapons

- Alcohol
- Tobacco in any form
- Controlled Drugs
- Stolen property
- Fireworks

Head teachers and authorised school staff have a specific statutory power to search pupils without consent for specific items – knives/weapons, alcohol, illegal drugs and stolen items. Children should also not bring skates, shoes with integral wheels or scooters into school unless this is part of a class project. In this case children should only use such items in lessons not on the playground.

Sanctions Used in School Include:

Should children not conform to the agreed rules the following structure of sanctions will apply.

- Use of 'Good to be Green' system
- Time out in another classroom (which is incorporated through the steps in 'Good to be Green')
- HT/AHT need to be the final resort once other systems have been used.
- The nurture room should not be used for sanctioned time out of class.
- Reduced privileges
- Reflection Time
- Internal exclusion
- Exclusion
- Conversations with parents

We divide unacceptable behaviour into three broad bands:

Level 1

Misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or lunch time leader/mid-day supervisor (individual school sanction system, i.e. 5 minutes loss of privileges, verbal reprimand). At lunch times the support staff will inform class teachers about any incidents that merit further investigation by teaching staff.

Friendship difficulties can lead to inappropriate behaviour. Adults will talk to children and help them to resolve their difficulties using RJ See appendix 2

Level 2

More serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. Class teachers may involve parents who will be contacted in person, by telephone or by letter. This can include lunchtime behaviour that has been reported to the teacher by a lunch time leader/mid-day supervisor. Notification of other staff and informal involvement of Leadership Team.

Level 3

Very serious misbehaviour or persistent level 2 behaviour.

Formal involvement with the Leadership Team and parents with a formal written record being kept.

At this point, an individualised behaviour plan may be used to support.

Parents are informed of this and this is shared with them.

Additionally outside agencies may become involved.

As a last resort possible short or longer term exclusion will be applied.

Recording

A robust system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.

These are logged on Sims. These are recorded by the adult that dealt with the incident to ensure that all information is accurate. Parents will be informed by phone or in person as close to the incident as possible.

Serious behaviour will be logged onto 'My Concern' as advised by the leadership team.

Support Systems for Individual Pupil Need

Children who have behaved in a way that is inappropriate will be given an opportunity to reflect on their behaviour through:

- Discussion
- Restorative justice (normally led the FLO)

Informing Parents:

Regular contact with parents is vital. Early highlighting of any cause for concern can often solve problems or prevent them escalating.

Where a child's behaviour is a continuing cause for concern a detailed account of this behaviour must be kept. Sanctions may then include an extended internal exclusion or isolation or exclusion.

Support Systems for Staff

At Charing CE Primary School we support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's safeguarding policy. All staff have a copy of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to their year group leader, the FLO for behaviour or a member of the Leadership Team. There will be regular behaviour management training throughout the year to support staff to develop their skills in managing behaviour.

Support System for Parents and Carers

At Charing CE Primary School we have an open door policy, where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed to discuss the issue fully. Likewise, when the school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Monitoring and Review

Behaviour management is under constant review throughout the school on a class and individual basis.

This document is freely available to the entire school community. It will be available via the school web-site and school prospectus.

This policy will be reviewed on an annual basis.

The school will be flexible and further review the policy on a more frequent basis where necessary.

Appendix 1 GENERAL RULES FOR PUPILS

Silence and gaining attention

In all classes and any school gathering (e.g. Collective Worship) a raised hand will signify that you need to be silent and ready to listen. To gain children's attention in a class a teacher will raise their hand and count down from 5 expecting the children's attention.

Before School:

Children are expected to wait outside the school gates before the gate is opened and should arrive at school between 8:40 and 8:55 a.m.

Break times:

When the field and grassed areas are dry children will be allowed to use a certain area. They will be told by a member of staff if they can.

At playtimes and before school, when the first whistle goes this is a 2 minute warning – a time for children to pack away equipment and ensure they have been to the toilet and had a drink. On the second whistle children will be instructed to line up.

When a teacher tells you to lead in, walk into classroom. Sit down ready for work.

Wet Break times:

No physical games are allowed anywhere. It is dangerous to run in classrooms or cloakrooms. Sit and play a board game, draw, read or talk to your friends. Please respect others. DVDs may be shown at the lead adults discretion.

Food and drink:

Sweets of any kind are not allowed at school. Fruit and healthy snacks may be eaten during morning breaks. Drink bottles are allowed in school and the class room but they must be named and only water is allowed in them.

Toys:

No phones, electronic games, consoles, toys or play equipment are to be brought to school. Swapping of anything is not allowed.

If money is brought into school it should be handed to Class teachers or a member of staff to look after, or taken to the school office.

Mobile phones may not be brought to school by pupils. If a mobile phone is need it will be handed in to the office at the start of the school day and collected at the end.

LUNCHTIMES

Lunchtimes will normally be monitored by a member of the leadership team. Time in the dinner hall should be 15 minutes before they are allowed out to play – when allowed to play normal playground rules apply. Children are allowed to sit where they want and talk quietly amongst themselves unless instructed otherwise. Ensure good manners are shown at all times and staff are listened to and respected.

BEHAVIOUR OUTSIDE OF SCHOOL:

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

“Teachers may discipline pupils for:

- Misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity or
 - Travelling to or from school grounds

In all cases of misbehaviour the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.” (Feb 2014 - DfE Behaviour and Discipline in Schools – Advice for Headteachers and school staff).

Behaviour expectations and consequences

Class time



- Classroom expectation; if children follow these and set good examples they can be rewarded within the class being put on the smiley side.
- If a child doesn't meet these expectations and is distracting the learning then give them a warning or if needs be a name written on the sad side of the board. If the name is not removed by the end of the lesson it is a loss of 2 minutes. If they receive a cross, they need to be moved within the classroom to somewhere they can work

independently. A second cross means they need time out the class but still with work – this is up to the teacher's discretion. In the morning, the child will be sent to the FLO (if she is not in then to Tom or Ros), where they work in silence. In the afternoon if available they will be sent to Tom in his office. If the child refuses to conform with the policy and is disruptive when in isolation their parent's will be called. If sent to Tom or Ros and they are disturbing their class' learning, then a teaching assistant will need to supervise the child in Head's office.

- In EYFS and KS1 a rainbow chart is used and all children start the day on Green 'Ready to learn'. Children move up the colours (Yellow and Orange) on the rainbow to achieve Red 'I reached the rainbow' and receive a sticker. For outstanding behaviour and learning they may reach the pot of gold and choose a small prize.
- If they don't follow classroom expectations, they are asked to move their name down the Rainbow chart to Blue 'Think again'. If they still have to be reminded they will be moved to Indigo 'time out' and miss 5 mins of playtime or lunchtime. In exceptional circumstances (see below) a child may be moved to Violet 'Stop' and be removed to Flo/Tom/Ros and

parents called. Children will also be given automatic detentions (see below) for more serious behaviour.

- If a child is removed from the class, they will need to miss their break or spend some of their lunchtime with Tom in his classroom.
- If there is more serious poor behaviour in the class, like swearing or unkindness then that can be an automatic detention. There will be a detention book in Owls' classroom, please can you record any detention in there and if the behaviour needs to be put on SIMs please put it on there.

Playtime or lunchtime

- If at playtime or lunchtime a child swears or is fighting then they need to be sent straight to Owls' room for a detention.
- If a child is rude to an adult they need to be sent to Owls' room immediately.
- Not so serious poor behaviour can be a warning before the need to be sent inside.

Swearing

- First instance of swearing will be a detention with parents notified, second will be an all day detention (both break and lunchtime for the whole period) with parents notified, third will be isolation with parents called in to discuss this with TB, a fourth offence will lead to an exclusion. An adult needs to hear the child swear or the child needs to admit it – it can't go on hearsay.



Anti-Bullying Policy

Our approach to bullying:

At Charing CE Primary School, our policy to prevent and deal with bullying reflects the school's Christian values, is fully inclusive, reflecting the school SEND policy, and promotes equality of opportunity for all pupils and staff regardless of their sexual orientation, race religion or disability. We believe that everyone is important and bullying both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidance for all members of the school community.

In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms. The three main types are:

Definition of bullying:

Several Times on Purpose

- it is deliberately hurtful behaviour
- it is repeated, often over a period of time
- it is difficult for those who are being bullied to defend themselves

Bullying can take many forms but three main types are:

- physical: hitting, kicking, taking belongings
- verbal/written: name-calling, insulting, racist remarks, notes, letters, cards, telephone, text or email messages, use of social media
- indirect: spreading unpleasant stories or excluding someone from social groups
- Although resolving conflict by resorting to fighting is not acceptable, it is not necessarily bullying if two pupils fight or quarrel over a specific incident

Aims:

We aim to prevent bullying at Charing CE Primary School.

We aim to raise pupils' awareness of bullying behaviour and the school's anti-bullying policy.

We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

We aim to improve the play facilities so that we provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised.

Reason for being a victim may be:

- Race/Sex/Background
- New child in school
- Child with family crisis
- Disability
- Timid children who may be on the edge or outside a group
- Bullies make life miserable for many children
- Victim of violence
- Bullied at home

Reasons for being a bully may be:

- Enjoyment of power/creating fear
- Not being allowed to show feelings
- Copying behaviour at home or on TV
- Unhappiness
- Insecurity (coward at heart)
- Self-hating

General statements about bullying:

It occurs in children from all backgrounds, cultures, races, sexes, from nursery age to adults.

- Boys often bully younger children of both sexes
- Girls often use verbal abuse and ostracise from peer group – usually girls
- Some victims are also bullies
- Some victims are treated as culprits
- Onlookers are condoning bullying and becoming part of bullying

Early signs of distress:

- Withdrawn
- deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrivals
- Bed wetting
- Cry themselves to sleep
- Unexplained cuts, scratches, bruises
- Unexplained missing possessions

Framework for Anti-Bullying

Prevention is better than cure so at Charing CE Primary School:

Each class teacher and TA should:

- Be vigilant for signs of bullying
- Always take reports of bullying seriously and investigate them thoroughly

Children are encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.

- Use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it.
- Use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with 'bullying'.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils find their own solution to the personal disagreement and also discuss with them how their proposals will be put into action. A follow-up meeting with the pupils can find out whether their solution has been effective or not.

Duty:

A record must be kept of the incident on SIMS – date – time – place names of children involved and their accounts of what happened. Older pupils may be able to write these themselves.

Serious incidents must be reported to the Headteacher or a member of the school leadership team.

Persistent bullies will have a fixed term exclusion imposed and in very serious cases, will be excluded.

Staff Should:

- Ensure pupils are supervised at playtimes and lunchtimes.
- Patrol secluded areas such as toilets, corridors and doorways.
- Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Investigate every allegation of bullying.
- Encourage children to use the play equipment and quiet areas around school.

Parents:

Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken.

Involvement of parents at an early stage is essential. The family of the bullied pupil may wish to involve the police in charging the bullying pupil(s) with assault. This is their right.

If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement – e.g. Behaviour Support Service.

Parents will be kept informed at all stages.

This policy should be seen as part of the school behaviour policy.

It will be reviewed at least annually and in the light of any changing circumstances.

Procedures for providing children opportunities to discuss appropriate behaviour:

- Conferencing with a senior member of staff
- Circle time – an opportunity for open discussion held in class groups at regular intervals.
- The agreement of a set of rules by each class at the beginning of the autumn term.
- To support pupils, the senior leaders offer Well-being and Nurture kindness plans to provide children with key members of staff who will support through regular meetings to build resilience and well-being.

Liaison with parents:

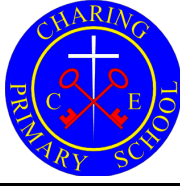
Parents will be kept informed about the child's behaviour. If it appears that this has to be monitored on a regular basis a 'home/school contract' book may be started. The book is written in by the teacher or learning support assistant at the end of each day and sent home. The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

A 'good behaviour' book is also effective. The teacher only records the good things that the child has done or achieved that day and makes no comments about bad things.

Persistent worries about any pupil may be discussed with the SENCO. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, and Leadership Team will need information. Therefore, teachers need to document evidence of behaviour carefully so that it can be collated when required.

Monitoring:

In light of this policy the school leadership team will continually monitor behaviour throughout the school.



Exclusion Policy

Whenever possible and appropriate internal exclusions will be used in preference to an external exclusion from the school.

Exclusions are only used as a last resort and usually when all other avenues of modifying a child's behaviour have failed. In most cases exclusions will occur when:

- A child refuses to undertake (or misbehaves) during an internal exclusion
- The incident relates to behaviour which endangers the safety of others or themselves e.g. persistent or exceptional physical aggression
- There is physical aggression towards an adult
- There is exceptional and deliberate damage to school or personal property.
- There are persistent occurrences of disruption which adversely affects the education of other pupils

Exclusion maybe for a fixed period or permanent. Lunchtime exclusions will be used for persistently poor behaviour or disobedience during the dinner break. In all cases we follow the guidance and procedures issued by the DfE.

When used, exclusions are issued due to the reasons outlined in the National Standard List of Reasons for Exclusions.

If a child is excluded for more than 2 consecutive days a return to school interview will be held with the child, their parent(s) or carer(s), and the Leadership or SENCO.

Part time education will be considered if a child is in danger of being permanently excluded

Charing CE Primary School - A Restorative School

RESTORATIVE JUSTICE GUIDANCE

Restorative Justice 4 Schools Ltd Contact us at enquiry@restorativejustice4schools.co.uk
Restorative Behaviour /Relationship Policy -Primary

Guidance Policy for Enhancing Community Relationships and Learning at Charing CE Primary School.

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.

Charing CE Primary School is a community that nurtures and supports every child; through demonstrating and teaching its Core Christian values; it shows that it values everyone's unique worth and contribution; it empowers every member to achieve their fullest potential; it opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.

It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

At Charing CE Primary School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background.

CHRISTIAN CORE VALUES – are on display around the school and are embedded in teaching. The values support children in respecting each other. We show the core Christian values of Forgiveness, Love and Care and our belief that Everyone is Important through using Restorative Justice.

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: -

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

There are four key elements of Restorative Practices/approaches. These are: -

- Social Discipline.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.



Social discipline

Wherever possible we should try to work to offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

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?
2. To help those harmed by others actions:
 - What did you think when you realised 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?

At Charing CE Primary School we believe it is best to do things **with people**. Wherever possible you should use a 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 Practices framework.

INFORMAL to FORMAL

- affective statements
- affective questions
- small impromptu conference
- group or restorative circle
- formal conference

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

The following information is communicated to parents via the home/school contract.

Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag. ☒ Communicating with staff.

By communicating effectively with staff by:

- Reading and responding appropriately to school letters.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents' evenings and school meetings.

- Informing the school of absence by telephoning on the first day

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

Statements

I was very disappointed when you did that to

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 your 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?

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.