



Robinswood Primary Academy Trust

Hunts Grove, Grange, Moat, Robinswood and Waterwells Primary Academies

BEHAVIOUR POLICY

A Restorative School

Our Behaviour Policy and Guidance for Enhancing Community Relationships and Learning.

Aims

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is **consistent** throughout the school. This policy is therefore designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure.

At The Robinswood Academy Trust, we want the children in our care to feel safe, in a caring and learning environment. We aim to teach the children life skills as part of the expected curriculum requirements, such as good morals, values, attitudes and beliefs. The children, under our care and guidance, should leave school being able to make good choices for themselves, in order that they succeed and thrive personally, socially, academically and economically, in the future.

The mission statement for our schools reads:

'Be The BEST You Can Be'

We have four key values to support this:

Believe

Engage

Succeed

Try.

We strongly believe that in order for children to be the BEST they can be, they need to be taught the importance of choosing responsible behaviour, which will enable them to conduct themselves appropriately in a range of situations.

Our SCHOOL CODE is for all children and adults in our school and it is essential it is followed at all times;

- Be kind
- Be honest
- Be responsible
- Show respect
- Try our BEST

Be The Best You Can Be....

Children will be rewarded if they display appropriate behaviours, and consequences will be followed if they choose not to follow the school Code. Our policy is based on POSITIVE reinforcement and the teaching of good behaviour.

The Restorative Approach:

At the schools within our Trust, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school code. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again. All children are supported in a constructive way to face up to consequences which will be put in place as a result of the behaviours which have taken place.

By using the Restorative Approach it allows ALL parties to have their say AND be listened to.

About Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

What happened? (Story Telling)

Who has been affected by this? (Impact)

What needs to happen now? (Solution Focus)

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers refer to the school behaviour chart.

Equality for All

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as;

- Educational Psychologist
- Behaviour support specialists
- Local PRU outreach service
- Educational Welfare Officer
- Families First Team
- Social Care

Praise and Rewards

- Verbal praise / stickers
- Children awarded BEST housepoints.
- Certificates and rewards in celebration assemblies
- Providing opportunities for peers to praise each other through peer assessment and circle time
- Celebrating pupils who have 'turned their behaviour around'

- Text messages and phone calls home

Physical Contact

As a Trust we recognise that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics. Various forms of therapy, the administration of first aid. 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. Example of circumstances when proportionate use of force may be reasonable.

To protect people

To move children to a safer place

To prevent children from behaving in such a way that seriously disrupts school activities

To require a child to comply with a reasonable instruction

All incidents where physical contact has been appropriate are recorded on CPOMS and in the Numbered and Bound record book or on a Physical Contact Incident Form. Parents / carers are 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.

Exclusion

On occasion pupils may be asked to work in another class as a consequence of a restorative conversation. This is recorded on CPOMS as an internal exclusion and parents will be informed.

Episodes of very serious behaviour or severely and persistently disruptive behaviour may be dealt with by exclusion from the school premises for a fixed period of time.

The school will follow the exclusion procedures in line with the local authority.

Roles and Responsibilities

The Academy body has:

- The responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Head of School to ensure that school staff and pupils are aware of this policy;
- delegated powers and responsibilities to the Head of School to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Head of School and school staff in maintaining high standards of behaviour;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- nominated a link governor to visit the school regularly, to liaise with the Head teacher and report back to the governors.
- responsibility for the effective implementation, monitoring and evaluation of this policy