

Laburnum Primary School

Behaviour Principles & Relationships Policy



Updated by: Head Teacher **Approved Date:** November 2021

Last reviewed: November 2021

Next review due by: November 2022

Behaviour Principles

Behaviour Principles, set by the Governing Body of Laburnum Primary School and Nursery:

- 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.
- It is the right of all our pupils to be educated in an environment free from disruption by others.
- Individuals should take responsibility for their own behaviour.
- A restorative approach will assist the development and repair of relationships, where every member of our school community feels listened to, valued and respected.

Relationships Policy

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practices philosophy. Restorative Approaches aims to build the Laburnum Primary community and to repair and strengthen relationships within this community.

Restorative Approaches Philosophy Statement

Restorative Approaches provide an alternative to the belief that punishment will change behaviour and achieve compliance. It is an educative approach, helping those involved to learn how to change. Effective Restorative Approaches 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 participants to make amends for the harm caused. The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Restorative Approaches acknowledges the intrinsic worth of the person and their potential contribution to the school community. Restorative Approaches can assist the development and repair of relationships between students and adults. The approach is respectful of the dignity of all concerned. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of Restorative Approaches and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils.

When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

The main features of the approach:

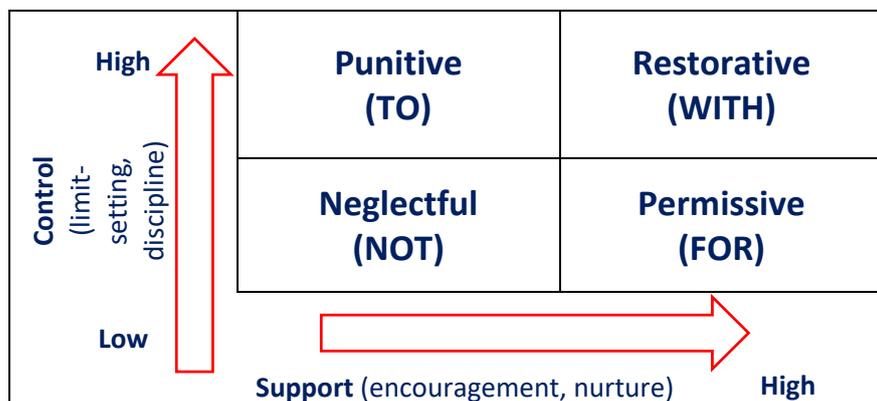
- Helps to create dialogue and communication.
- It is fair, open, and honest; treating all participants with respect.
- Improves relationships; establishes rights, accountabilities and responsibilities to the community.
- Within a safe environment allows all participants to engage, learn and gain a shared understanding.
- Provides explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and actively seeking ways of repairing that harm.

This should lead to accepting responsibility and behavioural (and cultural) change.

The process always takes place in a safe environment that allows all taking part to engage with the process. Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

As part of staff induction, all staff are provided with training in the use of restorative approaches and are given a copy of the article 'Restorative Approaches in Schools in the UK' (Appendix 3) which explains the methodology of this approach. All staff also have access to the 'Restorative Justice Pocketbook by Margaret Thorsborne & David Vinegrad to further their understanding of this approach.

The Social Discipline Window:



Wherever possible, we should try to work in the 'with box'.

We should offer high support, nurture and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour.

Staff should always be positive and respectful role models to their pupils.

Restorative questions

When our pupils find themselves in conflict or upset we will ask a series of questions (Appendix 1) as follows:

Look	Listen	Repeat
<ul style="list-style-type: none"> ■ Tell me about... ■ What happened? ■ What happened before the incident? 	<ul style="list-style-type: none"> ■ What were you thinking/feeling when that happened? ■ How are you feeling now? 	<ul style="list-style-type: none"> ■ How did your actions affect....? ■ How have you been affected? ■ How do you think....felt? ■ How can you/we make things right?

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 put things right. Most situations can be dealt with fairly and promptly by using the above questions.

How will this policy work at Laburnum?

The approach will require all staff to be aware of the principles of Restorative Justice, and the ability to apply them to resolving situations in their class and across the school site.

The Restorative Approach model can be applied in a number of ways, ranging from informal conversations between an adult and one or more children, to more formal meetings with all parties and may include working with whole classes. In some circumstances, parents will be invited to attend a restorative meeting. It is important that all parties feel calm and have the opportunity to share equally in restorative meetings, so it is essential that restorative meetings do not take place until the children and adults concerned feel calm enough to participate effectively. Therefore, meetings may need to be delayed and may not always take place immediately after an incident.

School Vision and expectations

At Laburnum we have agreed 4 key themes which form our school mission (CARE) and inform our behavioural expectations: **Challenge Achieve Respect Effort**.

Mission Statement: At Laburnum we challenge all learners to work hard and achieve as individuals across a broad and engaging curriculum, where learning is at the heart of all we do. Our children are nurtured to show respect for themselves, others and the wider community by developing positive relationships built on our school values.

Values Based Education and Relationship Building

As a 'values' school, we actively promote positive values as part of being a member of the Laburnum Community and draw attention to the achievement of these values. At Laburnum, we actively seek to teach children about friendship, relationships, potentially challenging situations and conflict resolution through our PSHCE curriculum. In addition, classes begin each morning and afternoon session with a 'circle', which gives the class the opportunity to come together and for

individual pupils to 'check in' at the beginning of the session in a calm and positive manner and assists the adults and other children in better understanding each other.

When we are making the right choices

The rewards for positive behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition by:

- Contributing positively to our community
- Being recognised as a good role model for others
- Receive House Points for demonstrating a school value
- Achievements shared with the school community
- Being recognised as a monthly values champion
- Additional recognition from the Head Teacher of Deputy Head Teacher

When we are not making the right choices

When a pupil does not make the right choice, school expectations are reiterated in a depersonalised way, such as 'At Laburnum we walk in the corridors'. If a pupil does not respond positively in this instance a restorative conversation between the adult and child would take place.

Where a pupil's behaviour or actions has caused harm or disruption a restorative meeting between relevant parties takes place. This will usually be facilitated by the adult dealing with the situation, but will involve a member of SLT if the situation is more complex or the harm more severe, such as fights, bullying and aggression towards staff or other adults. In the most extreme circumstances, the Head Teacher will deal with the situation directly and contact parents/carers when appropriate.

Repairing harm

The focus of the restorative approach is on repairing the harm caused 'How can you/we make things right?' – this is also the focus of any consequence. All parties (including the adult facilitating) will be involved in agreeing the best course of action, but consequences will be proportionate to the harm caused. E.g. If property is damaged the agreed consequence to put things right might be for the child to repair that damage or replace a broken item.

Equality

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
- Educational Welfare Officer
- Social Care

Parents

Parents will be informed of behaviour and agreed consequences where school staff feel this is appropriate and beneficial. Parents will always be informed if a child has physically harmed or been harmed. If a child refuses to recognise the harm caused and agree an appropriate way to repair it, an additional restorative conversation supported by parents will take place.

Exclusion

On occasion, pupils may be asked to work in another class as a consequence of a restorative conversation. This is recorded on 'Safeguarding Monitor' as an internal exclusion and parents will be informed. Episodes of very serious behaviour or severely and persistently disruptive behaviour may either be dealt with by exclusion from the school premises for a fixed period of time or result in a permanent exclusion. The school will follow exclusion procedures in line with the Local Authority guidance and DfE statutory guidance.

Appendix 1: Restorative questions card & Language used at Laburnum

All member of staff have a copy of the restorative questions card on their lanyard to ensure consistency in restorative conversations:

Laburnum Primary School		
Look	Listen	Repeat
Tell me about...	What were you thinking/feeling when that happened?	How did your actions affect.....?
What happened?		How have you been affected?
What happened before the incident?	How are you feeling now?	How do you think.....felt?
		How can you/we make things right?

What happened?

Drawing out each person's story, starting with the person who has cause the harm. The aim is not to come to a definitive conclusion but for all parties to be listened to.

What do you think and feel about that?

To ascertain what each person was thinking and feeling at the time, before and now.

Who has been affected and how?

Who has been harmed/affected? Older children are encouraged to think about the wider implications of who has been affected eg staff, families

What are the needs of those involved?

What those affected need to feel better, move on, repair harm and rebuild relationships.

What needs to happen next to make things right?

Agreeing and negotiating to meet the agreed needs above. What support will they need? Pupils to form their own agreement where possible with some staff guidance.

Language to use during a restorative conversation:

Encouraging: Tell me some more about that.

Clarifying: Can you help me to understand that more...

Checking: So did I hear you say.... Am I right in thinking...?

Reflecting: So you.... (repeat back)

Summarising: There seem to be a few things bothering you.... Earlier you said...

Empathising: I understand why you are worried/upset/angry about...

Affirming: Thanks for sharing that.... I appreciate you discussing this with me.

Appendix 2: Potential outcomes and consequences to repair harm

At Laburnum outcomes and consequences are agreed by all parties as part of a restorative conversation and will not usually be forced on a child by a member of staff. Possible outcomes and consequences must always be proportionate to the harm caused and include:

- Agreeing that the behaviour will not be repeated and following through with this.
- Loss of privileges such as time missed from break / lunch, eating lunch in the school hall or a classroom instead of the dining hall, not taking part in specific lunchtime activities e.g. football.
- Repairing, cleaning or replacing damaged property.
- Spending time away from another child/ a group or the class (this could be in another classroom or with another member of staff).
- A verbal or written apology.
- Paying back time by helping in the school community e.g. litter picking, tidying/cleaning resources.

This list is not exhaustive and any reasonable and proportionate outcome/consequence will be considered in negotiation with those concerned.

There may be times when a member of staff has to remove a child(ren) from a situation and a consequence is applied without a restorative meeting happening first. This will usually only be in the most severe situations where safeguarding takes priority. The Head Teacher (or a member of staff with delegated responsibility) reserves the right to enforce additional consequences, such as suspension and exclusion, where this is necessary.