



Whitehall  
Park School  
LEARN ENJOY SUCCEED

## BPET Behaviour Policy

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2020
Renewal:	Every 2 Years
Review Date:	September 2022

## Bellevue Place Education Trust – Our commitment

### *Learn. Enjoy. Succeed.*

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

**Our Mission** To grow hubs of like-minded, autonomous schools, well-supported, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

**Our Difference** We are leading the way in delivering high quality education through a skills-based curriculum, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with parents, who are our key partners in delivering the vision.

**Our Promise** Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn. Our focus is on all pupils, regardless of background or academic ability, focusing on pupils with Special Educational Needs as well as those who are more-able.

### 1.0 INTRODUCTION

The school consider it is vitally important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote good behaviour in others.

This policy follows the guidance set out in the Equality Act 2010.

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehavior 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.

### 2.0 CORONAVIRUS (COVID-19)

Pupils and parents should be made aware that this policy and its sanctions apply if and when pupils are working in a virtual environment outside of the normal school setting.

### 3.0 AIMS AND OBJECTIVES

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum and therefore demand planning, tracking, recording and evaluating as part of the goal we have for high standards of conduct by means of encouraging personal development in pupils.

We aim:

- To ensure consistency and care;
- To be fair and be seen to be fair;
- To treat all with respect;
- To have clear expectations and strategies to ensure they are met;
- To build and rebuild self-confidence self-esteem and self-respect in pupils;
- To provide planned activities which motivate pupils academically and socially.

These objectives for behaviour are derived from the aims listed above.

### 4.0 GENERAL APPROACHES TO BEHAVIOUR MANAGEMENT

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
  - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
  - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

### 5.0 DEVELOPING POSITIVE BEHAVIOUR

The purpose of this policy is to promote and develop self-discipline, social awareness and appropriate standards of behaviour. Our policy outlines the schools high expectations and the ways in which we work together to achieve our aims. We have written our policy so that all of us - teachers, parents, teaching assistants, midday meals supervisors, carers and children can work together to improve behaviour and develop a positive learning culture. Our school embraces **Restorative Practice** as a means to encourage children to think about how their behaviour affects others, both children and staff.

### 6.0 RESTORATIVE APPROACHES;

- Support an environment where everyone takes the time to listen to one another.
- Challenge the notion that punishment is effective in changing behaviour.
- Repair the harm done to relationships and people rather than blaming and punishing.

**The Restorative approach is supported by completing a Behaviour Incident report with the child (App.1)**

**All staff have received training in the use of THE RESTORATIVE CONVERSATION (See App 3).**

## 7.0 SUPPORTING POSITIVE BEHAVIOUR AT OUR SCHOOL

### We aim to:

- 'catch' our children doing the right thing and acknowledge it publicly and privately;
- build positive working environments in our classes and in our playground;
- provide opportunities and success in all areas of the curriculum;
- give regular encouragement and descriptive feedback through our reward systems;
- make our classes feel special by holding special events and activities;
- Build positive relationships with parents/carers and children.

By achieving these aims we will ensure that every individual in our school feels **secure**.

### The Whitehall Way

These three principles, introduced in September 2021, are easy for everyone to understand and follow. We ask everyone, children and adults, to consider these three principles in everything we say and do at school.

### ***We learn. We are safe. We are kind.***

We understand that children can make mistakes sometimes but through a graduated system of consequences help to steer children back to the *Whitehall Way* to make better behaviour choices.

### ***The Whitehall way behaviour steps***

**We learn. We are safe. We are kind.** = Teacher praise/Dojo points/Gold, Silver Bronze

#### **Step 1 Teacher/TA/playground supervisor deals with**

Initially, this will be a private/non-public reminder – a raised eyebrow, a look or gentle tap on the table. If necessary, we may need a public reminder using the child's name. This may be enough.

#### **Step (stage) 2 Teacher deals with all minor issues at this step. Keeping records on Arbor is essential for all Yellow and Red cards.**

**Yellow Card.** = minor and/or continuations of poor behaviour choices, such as minor lesson disruption, annoying others, deliberately slow compliance with instruction. Sanctions may include loss of some playtime (5 or 10 mins max.) or time out in the other Year group class (5 or 10 mins max.) Teachers may speak with parents.

3 Yellow Cards in one week leads to an automatic Red Card.

#### **Step (stage) 3**

##### **Red Cards.**

**Red 1** = **3 Yellow cards** in a week. Loss of all playtime for a day and sent to the other Year group class for a whole lesson. **Teacher deals with these.**

**Red 2** = if no improvement or rudeness. Loss of all playtime for 1 or 2 days. Sent to Phase Lead class for lesson or longer. **Teacher deals with issues with Phase leader involvement.**

**Red 3** = automatic for a particular behaviour, such as fighting, unsafe disobedience or extremely abusive language. Loss of playtime for 2 days. Sent to DHT office for lesson or longer.

**SLT should only be involved at this point.** Earlier involvement of SLT reduces the effectiveness of the incremental system and can diminish teacher authority within the class.

**SLT will always inform parents of Red Cards by letter.** Full descriptions of incidents or reasons for Reds needed.

A Behaviour Support Plan may be drawn up.

**3 Red Cards** in one term leads to an automatic Head teacher sanction.

#### **Step (stage) 4 & 5**

**Head teacher sanction.** These may include;

- internal exclusion ie no contact with other children for the day or
- external exclusions. Formal letter to parents and LAB informed.

Parents will always be informed. Head will have a re-introduction meeting with parents and child.

A Behaviour Support Plan will be agreed.

The Restorative Justice procedures should be followed at any stage as appropriate.

To reinforce ***The Whitehall Way***, children are given opportunities to discuss them through Personal, Social and Health education in class and as part of whole school assemblies.

## 8.0 EXPECTATIONS FOR PUPIL AND STAFF CONDUCT

We aim to have the same values and expectations for the various areas within the school.

### **The School Environment**

We aim to provide a well-organised, attractive and stimulating environment; our classrooms should provide a safe, secure place that is well organised and has a positive impact on behaviour.

### **Corridors**

Children are expected to walk quietly and safely through the school building at all times, understanding the impact their consideration has on others in the school family.

### **Assemblies**

Staff and children are expected to enter and leave the hall silently. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner.

### **The Dinner Hall**

Children should line up quietly, be polite and talk quietly to the children and adults around them. After their meal the children should clear their eating area, leave the dining area quietly and walk to the playground sensibly.

### **The Playground**

All children should feel safe outside and must be made aware of the playground rules (see App. 2).

The adults on duty should ensure that:

- the playground rules are being adhered to
- all children have a good range of play equipment available
- they provide opportunities to play structured games
- children are safe
- any incidents are being dealt with within the restorative framework
- all incidents are recorded on Arbor (see '**RECORDING BEHAVIOUR INCIDENTS**').
- any serious behaviour incidents are reported to the Senior Leadership Team

## 9.0 REWARDS AND SANCTIONS

We encourage behaviour in a positive and constructive way. We feel that by modelling, highlighting and rewarding such behaviour, the children will be encouraged to adopt it.

Good Behaviour is encouraged in the following ways:

### **On an individual basis by: (To be discussed and finalised with staff)**

- Praise, verbal or written in front of peers
- Team points
- Appointed Prefects and Head children in each class
- Top table at lunchtime
- Use of specific praise (See vocab/language in App. 3)
- 'Zones of Regulation' used to teach children self-regulation and emotional control (See App. 4)

- Nominating children of the week who have shown significant effort and achievement in class and at lunchtimes
- Stickers and certificates - 'Certificates of Achievement' (weekly), 'Red Letters' (termly), and Platinum Letters (yearly) are presented by the headteacher for children who have consistently worked hard and behaved well over a period of time
- Being rewarded with special time at the end of the week as appropriate. This means that children are allowed to choose, from a selection of activities for a short period of time on a chosen day (Friday afternoon)

**We aim to deliver positive news regularly:**

- Positive phone calls home
- Positive messages home at the end of the day
- Positive Dojo's sent home
- The Class Dojo system - See Below:

**On a whole class basis using the 'Class Dojo system:**

Class Dojo is a way of electronically awarding points to children in a highly personal and visual way. The points earned and the child's successes can be shared with parents and carers automatically when they log into class Dojo.

Teachers can tailor the points system to recognise particular skills or strengths relevant to the class or current targets. It offers children instant recognition of an achievement, and enables excellent, clear communication between home and school; allowing parents to reinforce the things that are going well in school and build on them at home. There are a number of visuals that help children see how well they are doing and offer them clarity when things need improving.

**Additional Strategies may also be used; for example:**

- Marbles for collective positive behaviour
- Team points for working well in a collaborative way

**As part of promoting positive behaviour and providing positive role models, children are provided with the opportunities to take on responsibilities within their own class and across the school. These include:**

- School Council
- Playground Buddies
- Children's Leadership team
- Monitor Jobs
- Early Years Buddies
- Head children/Deputy Head children
- Prefects
- Maths and Literacy Ambassadors
- Digital Monitors

## 10.0 DEALING WITH INAPPROPRIATE BEHAVIOUR

We aim to:

- Speak in a calm manner
- Use clear, unambiguous language
- Focus on the behaviour, not the child
- Record serious incidents appropriately (see 'RECORDING BEHAVIOUR INCIDENTS')
- Find out all the details before making an intervention
- Identify why the behaviour was wrong
- Refer to school/class rules at all times
- Agree on restorative action and a commitment not to repeat it
- Ensure any sanction is proportionate to the behaviour displayed (see behaviour stages on App. 5)

### 11.0 RECORDING BEHAVIOUR INCIDENTS

At the time of writing, all behaviour incidents should be logged on the school's information Management System: Arbor or CPOMs (Stages 3-5)

#### **Arbor - Students - Behaviour - Incidents - Log Incidents.**

Complete the log using the Drop-Downs available.

### 12.0 SANCTIONING INAPPROPRIATE BEHAVIOUR

#### **We aim to:**

- Encourage positive and responsible behaviour;
- Deal with unwanted behaviour immediately or as soon as is practicable and restore relationships that may have been damaged as a result of inappropriate behaviour.

#### **We teach our children:**

- about fairness;
- about the relationship between behaviour and the outcome of different types of behaviour;
- about the need for calming down and cooling off;
- to work towards restoring and rebuilding relationships;
- **that all of us have a right to a new start.**

### 13.0 BEHAVIOUR STAGES

Whitehall Park School has formulated a staged approach that suggests appropriate responses to different types of behaviour. This should be used as a guide to behaviour management in the school. (See App. 5)

### 14.0 BEHAVIOUR SUPPORT PLANS

If a child needs additional support and strategies, a behaviour support plan may be written and implemented (See App. 6). All support plans will be written in conjunction with staff, parents and children, if appropriate. Behaviour Support plans will be reviewed on a regular basis.

### 15.0 PHYSICAL INTERVENTION

Physical intervention would only be used to safeguard a child when they are endangering or harming themselves or others. If physical intervention has occurred the head teacher will be informed. Parents and carers will be informed and the incident will be recorded. It is the aim of the school that all staff are trained in de-escalation and safe handling techniques.

### 16.0 EXCLUSIONS

If children seriously affect their personal safety or the safety of others, this may result in a fixed-term exclusion. This is very rare in our community and the following are examples of when this may happen:

- Leaving the school premises without permission
- Repeatedly intimidating others through verbally taunting, threatening, name calling or teasing (see Anti-Bullying Policy)
- Physically harming any of us or our environment

Exclusion is a last resort and not an action we take lightly ( please refer to our BPET Exclusion Policy). On return to school we will meet with the child and the child's parents before they make a new start.

### 17.0 ROUTINES

As adults we have a responsibility to establish routines within our school that help all children to feel secure. They include providing for:

- appropriate seating plans in class to best support behaviour for learning (carpet and tables);
- class 'time out' or 'cooling down' plans;
- clear communication;
- entry and exit into class after playtimes and to and from home;
- transitions from the carpet to seat work;
- leaving the class to go to the toilet;
- clear consequences of breaking rules. Some will be immediate and others may be deferred;

- clear information given to supply teachers;
- clear expectations of behaviour at all times;
- differentiation for all pupils.
- wet play activities;

## 18.0 PARENTS

We aim to involve parents at all levels and the following will help all of us:

- Work together with us in the spirit of partnership
- Tell us about your child's strengths and positive qualities
- Please read this policy and talk about it with your child
- Aim for your child to be in class, ready to begin the school day at 9am.
- Help your child to remember routines e.g. book bag, swimming kit, and P.E kit
- Read our fortnightly newsletter with your child
- Reward them for the good things they do at school

**Contact us if you are worried about your child. Please try not to let a small worry become a big problem.**

## 19.0 CONSISTENCY

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

## 20.0 CONFISCATION

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
  - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
  - for example, pornography, tobacco, alcohol
- handing items to the police
  - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

## 21.0 TRANSITION

Pupils will be supported in transition into school, between year groups and to secondary school through a planned transition programme. This will include meeting their new teacher and receiving information for parents about the expectations of the new setting or year group.

## 22.0 PHYSICAL RESTRAINT

Corporal punishment is not used or threatened, nor any punishment which may adversely affect a child's well-being.

Physical contact may be used appropriately to comfort children who are hurt or upset. Be clear that this is being done for the good of the child. This should be done for as short a length of time as possible.

Physical contact can be appropriate in certain circumstances. For example, administering first aid, demonstrating how to point the toes in ballet by holding the child's foot.

In such circumstances, follow this guidance:

- Public place, not one to one situation
- Having consent of the child before you do it
- Justification must be that it is for the child's benefit

Physical intervention or restraint should be avoided and only used to avoid danger. For example:

- Taking a child's hand to prevent them from touching something hot or running into the road
- Physically stopping a child from throwing something or physically hurting someone else.

Under these circumstances physical restraint is allowable. It is essential that incidents are promptly reported to SLT so that it can be recorded appropriately. You should also ensure that parents are informed on the same day or as soon as reasonably practicable. (Refer to Positive Handling Policy which includes a proforma for recording incidents and a risk assessment form)

### 23.0 CURRICULUM

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- Positive behaviour
- self-discipline
- respect
- Fundamental British Values

This is not an exhaustive list only a compliant list – schools are encouraged to add their own thoughts on this area

### 24.0 ALLEGATIONS OF ABUSE AGAINST STAFF AND OTHER ADULTS WORKING IN THE SCHOOL

If an allegation of abuse is made against staff, please refer to the 'BPET Dealing with Allegations of Abuse Against Staff Policy'

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school reference can also be made to the [BPET Whistleblowing Policy](#).

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance.

### 25.0 MALICIOUS ACCUSATIONS

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

### 26.0 OUTSIDE AGENCIES

If, at any time, the Head Teacher or class teacher is particularly concerned about a child's behaviour or safety, the school will contact the parents concerned immediately. The School will also try to support children to help them improve their behaviour and will involve outside agencies, such as the Behaviour Support Team.

### **27.0 BEHAVIOUR MONITORING**

Formal sanctions will be recorded in the school Behaviour Log. The Assistant or Deputy Headteacher will review log entries on a weekly basis.

### **28.0 BEHAVIOUR REPORTING**

We will report to parents and carers electronically and on paper regarding issues relating to their child(ren)'s conduct as and when appropriate.

### **29.0 APPLICATION**

This Behaviour Policy is for the benefit of all in our school learning community. If it is to be effective everyone must use it with confidence and consistency, and will be required to do so. However, we recognise that there may be occasions when special considerations need to be applied and we expect teachers and support staff to use common sense and professional judgement.

### **30.0 MONITORING AND EVALUATION**

The Headteacher will review this policy statement every two years and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

### **31.0 CROSS-REFERENCES**

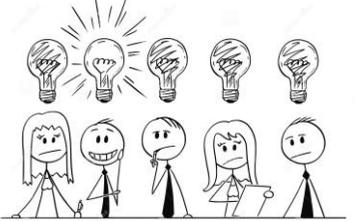
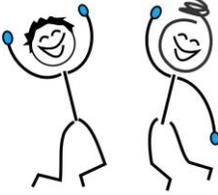
This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

#### **● 20.0 Approval by the Bellevue Place Education Trust Board**

This policy has been formally approved and adopted by the BPET Board and will be reviewed every two years.

### The Restorative Conversation - Reflection Record

Child's Name:	Class:	Adult(s) involved:	Date:	Break/lunch/other (circle)
<p>What happened? <i>Draw or write</i></p> 	<p>What were you thinking or feeling at the time?</p>  <p><small>© dreamstime.com © 110758011   iStockphoto</small></p>	<p>Who else has been affected or harmed by this?</p>  <p><small>waitbutwhy.com</small></p>	<p>What do you think needs to happen to put things right?</p>  <p><small>VectorStock VectorStock.com/21943744</small></p>	

To be completed by the adult	To be completed by the pupil
<p><b>Follow-up to the incident (please circle):</b></p> <ul style="list-style-type: none"> <li>• Spoke to Class Teacher / Deputy / Head Teacher</li> <li>• Restorative Conversation held between those involved</li> <li>• Sanction given e.g. detention, loss of Golden Time</li> </ul>	<p><b>The positive lesson I've learned from this:</b> (Or how can I do things differently next time?)</p>
<p><b>Any other comments:</b></p>	
<p><b>Pupil's Signature:</b></p>	
<p><b>Adult's Signature:</b></p>	



## Our Playground Rules

- ☆ We show respect for people, property and the environment
- ☆ We are gentle and we don't hurt others
- ☆ We are kind and polite to everyone
- ☆ We play football only when it is our class football day
- ☆ We tell an adult or find a 'Playground Buddy' if we are sad or lonely
- ☆ We line up quickly and quietly when playtime is over

### App 3.

## Restorative Approaches in Schools in the UK

If you work with, or care for, school-aged children and young people then this pamphlet is for you. It will help you answer the following questions:

- What are Restorative Approaches?
- What is involved in a restorative response to harm or conflict?
- What is being 'restored'?
- What are the key elements of Restorative Approaches?
- Why are Restorative Approaches helpful?
- How can I find out more?

The pamphlet is not a substitute for appropriate staff development and training, which is an essential part of Restorative Approaches implementation in any setting.

What are Restorative Approaches?

The 'unique selling point' of a restorative approach is that it offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. However, as this pamphlet will show on pages 2 & 3, the approach is much more than a 'behaviour management tool'. In isolation, used as such, it will not be very effective.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

<b>Authoritarian Approaches</b>	<b>Restorative Approaches</b>
<i>The focus is on:</i>	<i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	<i>and, as a result;</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour. There is a shift from one model of discipline to the other, at a pace appropriate to the school.

### **What is a restorative response to harm or conflict?**

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;

- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

This learning framework can be used in a wide range of contexts:

- A one way conversation, with one person listening and asking questions and the other talking;
- A two -way conversation, with both people taking turns to ask and answer questions;
- A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship;
- A larger, facilitated meeting involving children, parents/carers , colleagues or others who have an important role to play (sometimes called a 'Restorative Conference ');
- A facilitated circle involving part or all of a class, a staff team or a group of residents.

### What is being restored?

This depends on the context and on the needs of those involved. What is being restored is often something *between* the people involved such as:

- Effective communication;
- Relationship , and even friendship;
- Empathy and understanding for the other's perspective;
- Respect:
- Understanding the impact of one's own behaviour on others; Reparation for material loss or damage.

However, something may also be restored *within* an individual - for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).

### What are the key elements of Restorative Approaches?

Restorative Approaches are *value-based* and *needs-led*. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

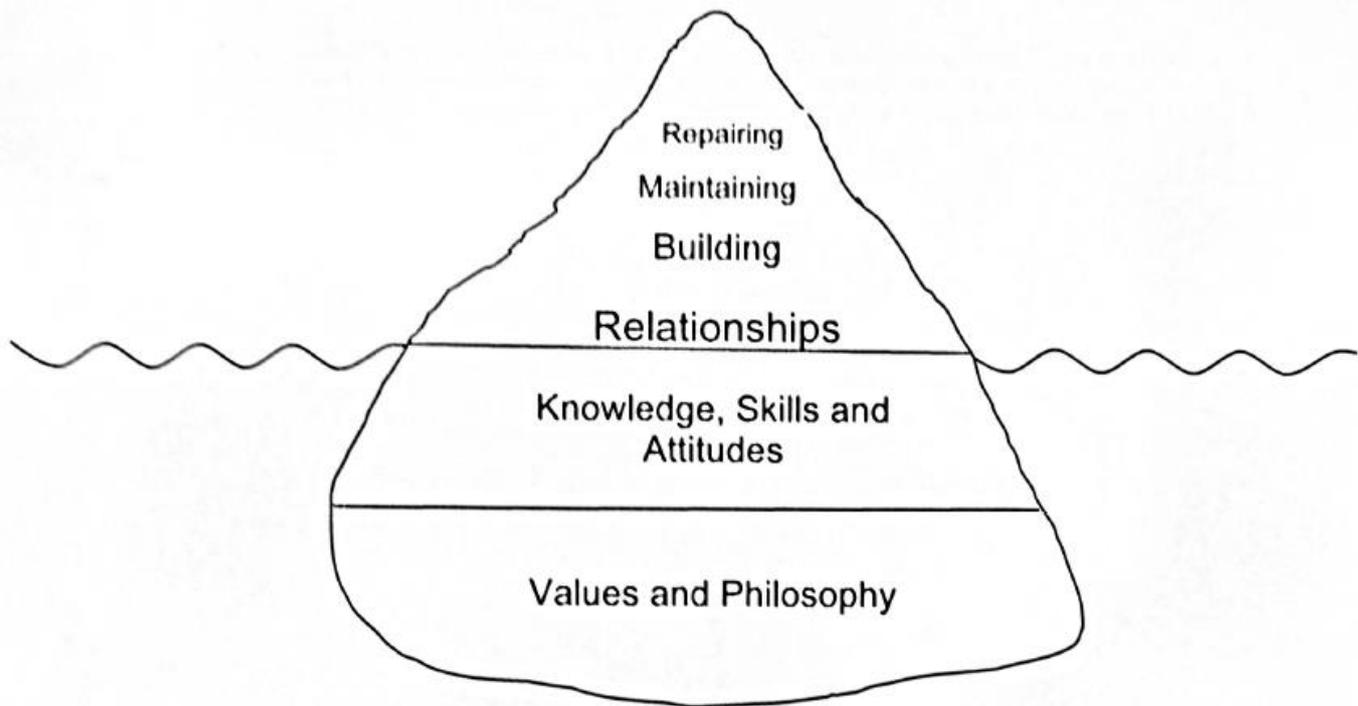
Restorative Approaches build upon the basic principles and values of humanistic psychology :

- Genuineness honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are. Empathic understanding - being able to understand another's experience. Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Such principles and values not only underpin the more formal Restorative Approaches described above, but they can also be practised in our informal, day-to-day interaction with others. Adults who do this 'model' effective ways of building and maintaining emotionally healthy relationships, and promote helpful, pro-social attitudes. In doing so, these adults may well be providing a positive 'social learning context' not readily available to some young people in other areas of their lives.

An 'iceberg' metaphor can illustrate a whole-school restorative approach. The diagram below emphasises two points:

1. The ways in which the whole school community shares the responsibility to build, maintain and repair relationships are the more visible parts of Restorative Approaches. To be effective these processes need to be underpinned by sound knowledge, skills and shared values.
2. Schools that consciously focus the bulk of their effort on building and maintaining relationships will find that fewer things will go wrong and so there will be fewer occasions when relationships need to be repaired.



### Why are Restorative Approaches helpful?

Staff, children and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach
- Better relationships amongst children and staff
- People being more honest and willing to accept responsibility; People feeling more supported when things go wrong
- A calmer quieter and more productive learning environment.

### How can I find out more?

Here are some UK-based resources that you should find useful.

#### Books:

The Restorative Classroom: Using Restorative Approaches to Foster Effective Learning.

Belinda Hopkins (2011). Optimus Education ISBN: 1906517290

Building and Restoring Respectful Relationships in Schools: A Guide to Restorative Practice.

Richard Hendry (2009) . Routledge ISBN-10: 0415544270

Mediation and Restoration in Circle Time . Teresa Bliss (2008) Milton Keynes; Teach to Inspire:

a division of Optimus Publishing ISBN: 978-1-906517-05-2

Restorative Solutions: Making it Work. Colin Newton and Helen Mahaffey (2008). Inclusive Solutions UK Limited ISBN-10: 0954635140

Just Schools : A Whole School Approach To Restorative Justice. (2004) Belinda Hopkins.

Jessica Kingsley Publishers. ISBN: 1843101327

#### Web sites:

Restorative Justice Council: [http://www .restorativejustice.org.uk/](http://www.restorativejustice.org.uk/) Education Scotland -

Restorative Approaches:

<http://www.ltsotland.org.uk/support1nglearners/positivlearnlgenvironments/positivebehaviourapproaches/restorative/Index.asp>

Transforming Conflict: <http://Www .transformingconflict.org>

Sacro: [http://www.sacro.org.ulvhtmVschools\\_wo .html](http://www.sacro.org.ulvhtmVschools_wo .html)

The International Institute for Restorative Practices (UK): <http://uk.iirp.ed>

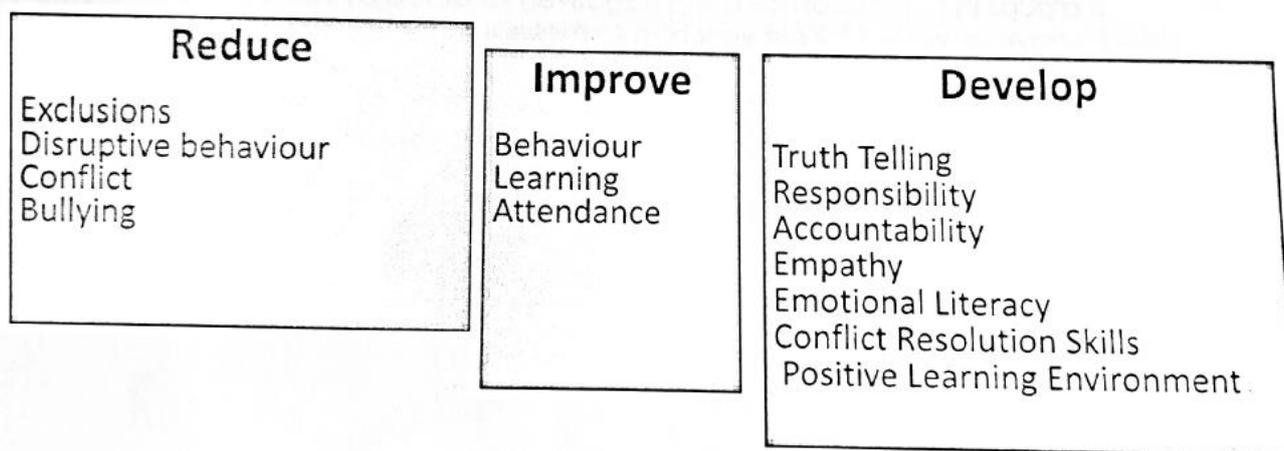
These resources reflect the range of Restorative Approaches in the UK. Many excellent international resources also exist. This article was produced as a result of an international seminar series funded by the Economic and Social Research Council and organised by Cambridge, Edinburgh and Nottingham Universities in the UK in 2010 and 2011. The authors were Richard Hendry, Belinda Hopkins and Brian Steele.  
ESRC logo.

**Restorative behaviour process and chart:**

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.

Appendix 1

Schools that use this approach have found that they have been able to:



## Restorative Questions:

**What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

**What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.

**Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

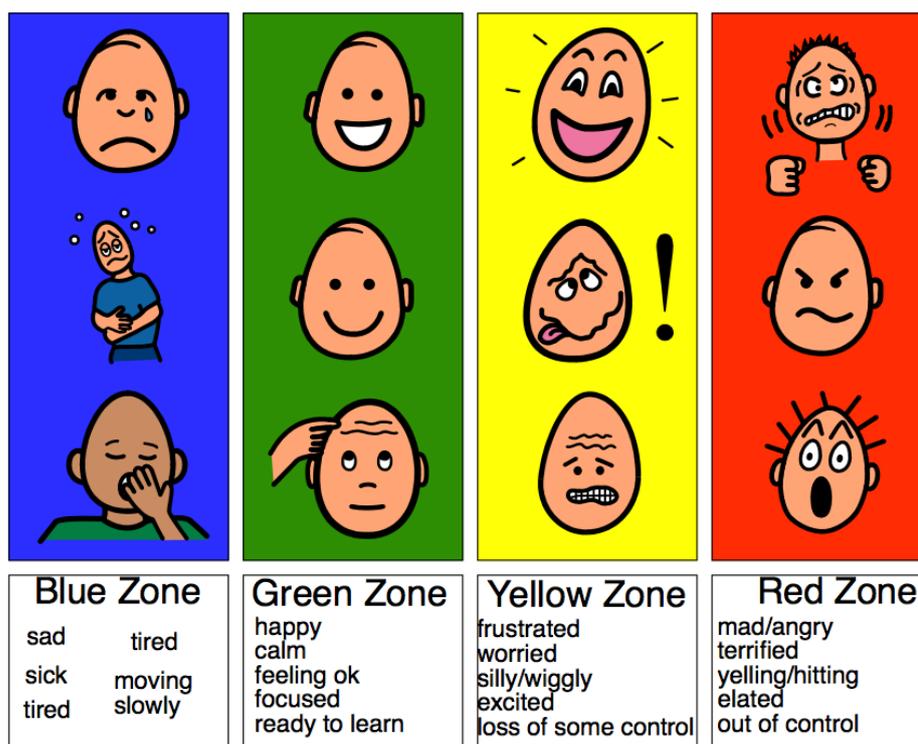
**What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



## The Zones of Regulation



The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

**App 5.**

## Behaviour Stages

Please note that all of the below should be used with the restorative practice framework as the foundation. A conversation with the child must always take place.

	<b>BEHAVIOUR</b>	<b>SANCTIONS</b>
<b>St ag e 1</b>	<b><u>LESS SERIOUS</u></b> <ul style="list-style-type: none"> <li>● Not being organised for school day (e.g. no PE kit)</li> <li>● Eating sweets/gum</li> <li>● Ignoring instructions</li> <li>● Talking at inappropriate times</li> <li>● Not lining up sensibly</li> <li>● Accidental damage through carelessness</li> <li>● Deliberate time wasting</li> </ul>	<ul style="list-style-type: none"> <li>● Eye contact</li> <li>● Frowns</li> <li>● Proximity e.g. sitting next to adult</li> <li>● Reminders of class rules</li> <li>● Change of seating</li> <li>● A maximum of 2 verbal warnings</li> </ul>
<b>S t a g e 2 - A r b o r</b>	<b><u>AGGRAVATIONS</u></b> <ul style="list-style-type: none"> <li>● <i>Continuation of the above</i></li> <li>● Distracting others from learning (e.g. making silly noises)</li> <li>● Talking during assembly</li> <li>● Work avoidance (e.g. wandering around the classroom)</li> <li>● Being in 'out of bounds' areas</li> <li>● Not respecting school property</li> <li>● Demonstrating unpleasant attitude towards others</li> <li>● Challenge to authority (non-verbal e.g. rolling eyes, tutting)</li> <li>● Not handing in homework</li> </ul>	<ul style="list-style-type: none"> <li>● Arbor message sent home</li> <li>● Writing a letter of apology</li> <li>● Completing an Incident Form</li> <li>● Time out in class</li> </ul> <p>Also refer to above sanctions</p>
<b>S t a g e 3 - C P O M s</b>	<b><u>MORE SERIOUS</u></b> <ul style="list-style-type: none"> <li>● <i>Continuation of the above</i></li> <li>● Being more disruptive, deliberately creating a disturbance</li> <li>● Disrespectful comments to others</li> <li>● More serious challenge to authority (verbal e.g. answering back)</li> <li>● Swearing (verbal and/or physical gestures)</li> <li>● Wilful destruction of property</li> <li>● Physically harming someone</li> <li>● Leaving class without permission</li> <li>● Repeated refusal to follow instructions</li> <li>● Harmful offensive name calling e.g. racist behaviour</li> <li>● Bullying</li> </ul>	<ul style="list-style-type: none"> <li>● Formal contact with parents e.g. letter(s) home/telephone calls</li> <li>● Behaviour Support Plans</li> <li>● Headteacher/Deputy Headteacher involvement.</li> </ul> <p>Also refer to above sanctions</p>
<b>S t a g e 4 - C P O M s</b>	<b><u>VERY SERIOUS</u></b> <ul style="list-style-type: none"> <li>● <i>Continuation of the above</i></li> <li>● Repeatedly leaving class without permission</li> <li>● Fighting and intentional physical harm to other children</li> <li>● Throwing large dangerous objects e.g. chairs</li> <li>● Verbal abuse to any staff member</li> <li>● Vandalism</li> <li>● Stealing</li> <li>● Persistent Bullying</li> </ul>	<ul style="list-style-type: none"> <li>● Immediate involvement of Headteacher/Deputy Headteacher</li> <li>● Fixed term exclusion</li> </ul> <p>Also refer to above sanctions</p>

**EXTREMELY SERIOUS**

- *Continuation of the above*
- Verbal/Physical abuse towards any staff member
- Extreme danger or violence
- Bringing to school dangerous weapons/objects
- Leaving the school site
- Very serious challenge to authority

- Fixed term exclusion up to 45 days (within a year) NB: Recurring behaviour will involve longer exclusions
- Permanent Exclusion
- Behaviour pertaining to lunchtimes will involve exclusion at lunchtimes

Also refer to above sanctions

**App 6.**

**Scripts to be adhered to:**

- The adults are here to keep you safe.
- When you do X, then you can do y. (This offers an illusion of choice.)
- I know you can make the right choice.
- It is okay to feel angry. It is not okay to ...
- It is an adult decision.

**Restorative Scripts (not to be used when in crisis)**

1. Talk and I will listen – tell me what happened.
2. When you ... was that a good choice?
3. In our school it is not okay to ... Next time I would like you to ...
4. To make things better, I would like you to ... or... , you choose.

**Behaviour Support Plan**



<b>Name of Child:</b>	
<b>Date of Birth:</b>	
<b>School:</b>	
<b>Intervention Started:</b>	
<b>Date of Plan:</b>	
<b>People involved:</b> E.g. CT, TA, Parent, Inclusion Manager	

<b>Safe Place:</b> X's Safe Place in the classroom. Box of activities to be available in the calm place.
All physical interventions should be recorded in the bound and numbered book.

<b>X's Strengths and Interests:</b>	<b>Triggers:</b>
<ul style="list-style-type: none"> <li>● Colouring</li> <li>● Construction</li> <li>● Enjoys reading when supported by an adult</li> <li>● Palydough</li> <li>● Listening to music</li> <li>● Ben 10</li> <li>● Transformers</li> </ul>	<ul style="list-style-type: none"> <li>● Sensitive to comments and looks from other children</li> <li>● Fear of failure</li> <li>● P.E.</li> <li>● Sharing adult attention</li> </ul>

<b>Behaviour</b>	<b>Strategies/Response</b>
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<p>Hurting others</p> <p><b>Target:</b> To use friendly hands and feet</p> <p>To go to their safe place when they are not managing</p>	<ul style="list-style-type: none"> <li>● Make the environment safe. Move furniture and remove objects which can be used to hurt others. Ensure face, voice and body are supporting not aggressive. Guide assertively. Hold or restrain only if absolutely necessary.</li> <li>● Remind X that they can go to their calm place. Teach X to self-regulate using box of activities. Direct X to choose an activity from their box.</li> <li>● Use time to prepare X to rejoin activity when they are showing signs that they are ready.</li> <li>● If X is not managing in their calm space, diver and distract by introducing another activity e.g. give them a responsibility.</li> <li>● Use the language of safety. "The adults are here to keep you safe."</li> <li>● Give X opportunities to repair and rebuild relationships. Use restorative conversation later. See back page.</li> </ul>
<p>Refusal to follow adult instructions</p> <p><b>Target:</b> To follow adult instructions</p>	<ul style="list-style-type: none"> <li>● Stage the desired behaviours e.g. "X, sit on the chair."</li> <li>● Keep instructions short and simple.</li> <li>● Use I statements: I need you to ...</li> <li>● Give X take-up time</li> <li>● Use the language of choice. Offer X limited choices to give the illusion of control.</li> <li>● Use the script: That's an adult decision.</li> <li>● Use of partial agreement: When you do x you can do y.</li> <li>● Use countdowns</li> <li>● Remind X that they can go to their safe place</li> <li>● Give X positive feedback when they have demonstrated appropriate behaviour. E.g. Thank you for....</li> </ul>
<p><b>Target:</b></p>	<ul style="list-style-type: none"> <li>● Use visual schedule to break down table activities</li> <li>● Build regular sensory/movement breaks</li> <li>● Keep instructions short and simple</li> <li>● Offer X regular reassurance</li> <li>● Consistent use of sticker chart linked to reward. Encourage X to put a sticker on their chart when they finish the work in learning time.</li> <li>● Give X positive feedback when they finish the work in learning time.</li> </ul>

<p>(see back page)</p> <ul style="list-style-type: none"> <li>● Use verbal cues to support learning</li> <li>● Build in opportunities for X to play</li> <li>● Use of social stories/power card stories provided by PLSS</li> </ul>
<p><b>Consequences for behaviours that challenge:</b></p>
<ul style="list-style-type: none"> <li>● Consequences for serious incidents to be recorded on ABC charts as modelled to school. All consequences to be related to the behaviour concerned.</li> <li>● Loss of part of playtime (15m max.) to complete task in ... room</li> <li>● Offer a limited choice</li> <li>● Build in opportunities to repair and rebuild relationships</li> <li>● Loss of reward/privileges</li> </ul>
<p><b>Rewards:</b></p>
<ul style="list-style-type: none"> <li>● Daily reward linked to his learning targets (Once X has earned his reward for learning, it cannot be taken away.</li> </ul>
<p><b>We will involve and support X by:</b></p>
<ul style="list-style-type: none"> <li>● Meeting and greeting X each morning</li> <li>● Recording 3 good things daily in the good new diary</li> <li>● Public praise/private word</li> <li>● Using sensory box of activities</li> <li>● Giving X a responsibility around the school</li> </ul>
<p><b>We will involve parent(s)/carers by:</b></p>
<ul style="list-style-type: none"> <li>● Good news diary</li> <li>● Good news phone calls</li> <li>● Public praise/private word</li> <li>● Regular meetings, informing of progress</li> </ul>
<p><b>Parent(s)/carers can support X by:</b></p>
<ul style="list-style-type: none"> <li>● Acknowledging good news</li> <li>● Attending regular reviews at the school</li> <li>● Using home target charts</li> <li>● Providing X with opportunities to play at home regularly</li> </ul>
<p><b>Important communication that needs to be adhered to:</b></p>
<ul style="list-style-type: none"> <li>● All staff to be aware of how to deal with X when they are in crisis</li> <li>● Staff to be aware of warning signs in X's mood</li> <li>● BSP to be kept for supply teachers</li> <li>● Headteacher/Inclusion Manager to be informed if X is making unsafe choices</li> </ul>

**Further Strategies:**

- Use a timer to set up expectations/prepare X for tasks ending
- Use restorative scripts when X is not in crisis rather than demanding an apology