



BEHAVIOUR POLICY

March 2018

To be next reviewed March 2020

Behaviour Policy

Aims

We believe that it is the right of all our pupils to be educated in a safe and secure environment, free from disruption by others. We encourage honesty, fairness good manners and respectful relationships. All members of the school community are expected to exercise self-discipline, take responsibility for their actions and show care and concern for people, the school and its contents. The school embraces restorative practice as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

Reasons to manage behaviour

- To create a climate where learning can flourish
- To protect basic rights of safety, learning and respect
- To set the boundaries in which children can feel successful and achieve
- To teach children about socially appropriate and acceptable

Strategies to promote Positive Behaviour

We believe that good behaviour can be promoted by:

- Building positive relationships – “firm but fair”
- Noticing and rewarding good behaviour – use of praise, classroom reward systems, school systems, lunchtime systems
- Setting boundaries, rules and expectations – negotiate class rules, school rules, and frequent reminders
- Modelling the behaviour expected of children
- Use of corrective language – choice, if....then.....,use of “thanks”
- Being “consistent, insistent and persistent”

Sanctions and consequences

There will be consequences for inappropriate behaviour. Consequences will link to the behaviour and develop from low to high intervention.

Low intervention

- Non-verbal reminder - (“the look”)
- Verbal reminder – (May just be saying their name)
- Reminder with choice
- Warning that they will get a yellow card
- Yellow card warning

High intervention

- Red card
- Time out
- Withdrawal of privileges
- Internal exclusion. (The child would then need to earn the privilege of returning to class.)

Once the above consequences have been exhausted or an incident of high severity occurs the Head Teacher may resort to exclusion. There are two types of exclusion, fixed term and permanent. Fixed term exclusions are managed by the Head Teacher who is allowed to exclude pupils for up to 45 school days in any one school year. A permanent exclusion is the final sanction available to school and would mean the child concerned could not return to the school. In both cases parents have the right to appeal and to state their case to the governors. When necessary, outside agencies will be involved to support the pupil, family and school staff.

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 participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

There are four key elements of restorative practices. These are:

1. Social Discipline Window.
2. Fair Process
3. Restorative Questions
4. Free Expression of Emotions.

SOCIAL DISCIPLINE WINDOW

HIGH
Control (limit setting,
discipline

TO Punitive	WITH Restorative
NOT Neglectful	FOR permissive

LOW

support (encouragement, nurture)

HIGH

Wherever possible we try to work in the „with box“, 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

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?

To help those harmed by others actions

- What happened?
- 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 Holme School we believe it is best to do things WITH PEOPLE. Wherever possible we use 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.

Restorative Language

It is important that staff deal with situations to establish and develop their own relationships. We aim to separate the deed from the doer and the act from the actor as integral to restorative practice philosophy. Listed below are some examples of affective statements and questions which all staff can use with pupils

Affective statement:

- I feel really proud of you when I heard
- I feel really pleased and encouraged that you made the right choice
- I want to thank you for your cooperation

- I was very disappointed when you did that to
- I am upset and angry by what has just happened.
- I feel that (describe action) was very disrespectful.
- I feel disrespected and angry when you ignore me.

We believe that links with parent and carers enables us to work together to solve any behaviour problems that arise. We ensure parents are informed of good news, including through the website, newsletters and notes home.

Anti-Bullying Policy

Bullying is defined as hurtful behaviour, which is deliberate, repeated over a period of time, and unfair, where it is difficult for those being bullied to defend themselves. Different types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- Cyber-bullying (Using technology to bully others) – see Online Safety Policy

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head teacher
- Parents will be kept informed
- Restorative practice techniques will be employed
- Sanctions will be used as appropriate and in consultation with all parties concerned and the situation will be closely monitored to ensure the behaviour has ceased.

Within the curriculum the school will raise the awareness of the nature of bullying through a focus during “National Anti-bullying Week”, PHSCE activities, School Forum discussions, assemblies and subject areas, as appropriate, in an attempt to eradicate bullying.

Pupils who have been bullied will be supported by:

offering an immediate opportunity to discuss the experience with an adult of their choice

reassuring the pupil and offering continuous support

restoring self-esteem and confidence

Pupils who have bullied will be helped by: • discussing what happened and discovering why the pupil became involved • establishing the wrong doing and need to change • informing parents or guardians to help change the attitude of the pupil
Monitoring, Evaluation and Review The school will review this

policy annually and assess its effectiveness. The policy will be promoted and implemented throughout the school. Behaviour in school will be regularly monitored and reviewed.