



# Relationship and Behaviour Policy

Leader	Date of issue	Review date	Other documents	Headteacher Signed	Chair of Governors Signed
L.Wilson	September 2024	September 2025	Safeguarding and child protection policy.	L.Wilson	

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This policy has been formulated in accordance with section 89 of The Education and Inspections Act 2006 and Behaviour in School Advice (DFE) July 2022. 'Good Behaviour in School's is central to a good education Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress' (DFE Behaviour in School's 2022)

### **1. Policy Aims:**

The purpose of this policy is to guide teachers, pupils and parents on our relationship-focussed approach to behaviour management. This will allow the pupils at Spring Hill to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

We encourage self-discipline and aim to follow just three rules:

- Ready
- Respectful
- Safe (RRS)

Our relationship policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistent, calm, and clear, adult behaviour underpins this.

Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school family: children, staff, governors, parents and the wider community have a vital role to play, and everyone should aim to build positive relationships with each other. We provide supply staff and children a user friendly copy of our policy to ensure this is clear (see appendix 6). We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Spring Hill.

### **We aim:**

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- Teamwork and Success, to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To give the children the tools to build and foster positive relationships.

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## 2. Promoting positive behaviour

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

Paul Dix

Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- Whole school assemblies - RAISE values are discussed and applied to our everyday lives and in our relationships with one another.
- Recognition boards will be used in class and across school to promote positive behaviour.
- QR code slips to access pictures of excellent work/phone calls will be sent to parents when children have gone 'above and beyond' by displaying exceptional behaviour.

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are **intrinsic** and we recognise that feeling good about something you have done is a significant reward in itself.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. Parents support the school in maintaining good discipline, which in turn ensures good learning, by signing a home/school agreement.

Parents/carers will be informed of achievements so they can share in their child's success in a number of ways:

- QR code slips/phone calls/face to face conversations are used to send messages home. There is no set amount each week- again it must be sincere to keep its value. QR code slips/phone calls/face to face conversations may also be sent home from the head teacher to recognise children going 'over and above'. These will be recorded on cpoms.
- Parent Consultation Evenings provide a forum for discussion.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

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## Expectations and Staff Behaviours

<b>Behaviours</b>	<b>Expectations</b>	<b>Consistent Staff Actions</b>
<b>Entering the building</b> <ul style="list-style-type: none"> <li>▪ In the morning</li> <li>▪ After playtime</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children should walk into classroom in quietly.</li> <li>▪ Respond to adults morning greetings.</li> <li>▪ Bags and coats to be hung up on pegs.</li> <li>▪ Reading books/bags to be put away in trays or boxes.</li> <li>▪ Lunch boxes to be quietly and tidily put on trolley.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff to greet at classroom door giving morning welcome.</li> <li>▪ Calming music, low lighting to create calming environment.</li> <li>▪ Adult collecting from playtime give instruction on playground e.g. sit on carpet/chair, before entering school</li> <li>▪ Adults check uniform and provide correct spare uniform if children are in incorrect uniform.</li> </ul>
<b>Morning Registration</b>	<ul style="list-style-type: none"> <li>▪ Calmly and quietly carry out morning tasks/learning/interventions.</li> <li>▪ Complete self-registration (if appropriate) answer name politely for registration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activities are ready for children to complete.</li> <li>▪ TA's are in class ready to support children/listen to readers</li> <li>▪ Quiet calm music playing</li> </ul>
<b>In lessons</b>	<ul style="list-style-type: none"> <li>▪ When sitting on a chair all 4 legs need to be on the floor</li> <li>▪ Quiet working voices to be used.</li> <li>▪ Listen when an adult/child is talking – looking in their direction.</li> <li>▪ Hands up and wait quietly if you need the attention of the teacher.</li> <li>▪ Remain on task and use learning partner if stuck.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be clear about expectations during the lesson (working independently / in pairs / in a group)</li> <li>▪ Ensure children's attention is on you when speaking.</li> <li>▪ Raise an arm to manage noise levels / use proximity praise to gain attention / count down from 5.</li> <li>▪ Always provide learning partner discussion time.</li> <li>▪ Use variety of cold calling, lolly sticks, paraphrasing during feedback.</li> <li>▪ TAs to be used effectively for support.</li> <li>▪ Challenge work and presentation if not good enough.</li> </ul>
<b>Going into/leaving assembly</b>	<ul style="list-style-type: none"> <li>▪ Children should be escorted to the hall by their class teacher/TA.</li> <li>▪ Children should walk in silence.</li> <li>▪ Enter hall and remain standing in line until told to sit down in silence by teacher/TA.</li> <li>▪ Children should walk in single file on the left hand side of the corridor.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children to be reminded about walking silently down the corridor before leaving the classroom. <ul style="list-style-type: none"> <li>▪ adult from each class to remain in hall for duration of assembly Monday/ Thursday adults will be on a rota –</li> </ul> </li> <li>Add children to recognition boards for showing our rules of RRS</li> </ul>
<b>Coming in for lunch</b>	Children should: <ul style="list-style-type: none"> <li>▪ Enter the building quietly.</li> <li>▪ Wash their hands.</li> <li>▪ Walk in single file on the left hand side of the corridor.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff to raise an arm/ use a tambourine to show children that voices should stop.</li> <li>▪ Staff to wait in silence until line is ready to move – if needed children should be reminded to be silent – use proximity praise.</li> <li>▪ If expectations aren't met – child sent to back of line or waits 5 mins. before able to go in for dinner.</li> </ul>

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<b>Lining up for lunch and in the dinner hall.</b>	<p>Children should:</p> <ul style="list-style-type: none"> <li>▪ Line up in corridor some quiet chat is allowed.</li> <li>▪ Take their coats off when sat down to eat their dinners</li> <li>▪ Put their hands up if they want a drink or to ask a member of staff for something.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Any child moving out of line should be reminded to stay in line.</li> <li>▪ Any child who does not comply with reminder to stay in line should be moved to the back of the line.</li> <li>▪ Staff to raise an arm to manage noise levels when too loud</li> <li>▪ Staff on duty managing pupils into dining hall should ensure consistency of expectations.</li> <li>▪ Staff should only challenge children in a quiet professional manner (no shouting). Follow table 2 if needed.</li> </ul>
<b>Collecting equipment in at lunchtime</b>	<ul style="list-style-type: none"> <li>▪ When the whistle blows children stand still and wait.</li> <li>▪ Walk to store and pass to member of staff to put away.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adult to blow whistle at 12:55</li> <li>▪ Adult to supervise equipment stored away in order</li> </ul>
<b>Returning to the building from Playtime</b>	<ul style="list-style-type: none"> <li>▪ 1 x whistle blow children to stop and stand still.</li> <li>▪ 2<sup>nd</sup> whistle blow children to listen to instruction and walk to their line</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers must be outside on time to collect their class to ensure prompt start of the lesson.</li> <li>▪ All staff to ensure consistency of routines at all playtimes e.g. children must stand still at 1<sup>st</sup> whistle</li> <li>▪ Use arm up to request silence in lines if needed</li> <li>▪ Staff remind children of expectations coming into school from the AWP.</li> <li>▪ There are <b>no</b> lines outside any classrooms staff are ready to allow them straight into the rooms.</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>▪ Children should not be allowed to go to the toilets during lesson time where possible.</li> <li>▪ If the toilet is needed during lesson time children should not be allowed to go in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff to remind children to use the toilet at playtimes</li> <li>▪ Staff to use the peg system to monitor how many children are in the toilets at playtimes.</li> <li>▪ When children enter the building staff issuing the bands should remind of expectations: Use the toilet properly, Flush the toilet, Wash hands, Return onto the playground</li> </ul>
<b>Cloakrooms</b>	<ul style="list-style-type: none"> <li>▪ Coats are hung up at the start of the day and after every break time.</li> <li>▪ Bags are hung up on pegs</li> </ul>	<ul style="list-style-type: none"> <li>▪ TA to be allocated duty to check cloakrooms at start of day/break.</li> <li>▪ Staff should remind children that there should be nothing on the floor.</li> <li>▪ Children to be challenged and returned to hang up any coats/belongings that have not been hung up</li> </ul>
<b>Lunchbox trolleys</b>	<ul style="list-style-type: none"> <li>▪ Lunchboxes to be put onto the trolley in an orderly way</li> <li>▪ Prefects to push trollies into studio before lunch ready for lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>▪ TA to check trolley.</li> <li>▪ Prefects assigned to the role.</li> </ul>
<b>End of day routine</b>	<ul style="list-style-type: none"> <li>▪ Children collect coats and bags quietly and come back to chairs / places</li> </ul>	<ul style="list-style-type: none"> <li>▪ Send children for coats and book bags small groups at a time.</li> <li>▪ Remind children about behaviour in cloakrooms.</li> <li>▪ Use additional adults effectively to ensure standards of behaviour are met in the cloakrooms and by the lunch trolleys.</li> </ul>

### 3. Restorative Approach

*'Punishment doesn't teach better behaviour, restorative conversations do.'*

Paul Dix

#### **Restorative Practices**

All members of staff are trained in the key principles of Restorative Practice 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.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in school must model this too.

We strive to avoid:

- humiliation
- shouting
- over reacting
- blanket punishment
- harsh sarcasm
- threatening children with someone else's discipline
- using an area of the curriculum as a punishment

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will have consequences.

Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced accordingly. Parents will be informed of the consequence via a restorative phone call or email, and it will also be recorded on CPOMS.

#### **Support**

As a school, we work closely with our families to provide the best support for all our children. We ensure that senior leaders are visible and available in the mornings and after school; we have a strong Pastoral Team and we support and refer on to outside agencies if needed.

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Working with parents will help us identify any triggers that may be significant in a child's life and plan for the child's individual needs.

The table below shows the strategies the school uses to support all our children's relationship and behaviour needs. All children are offered the universal support, some children may also need targeted support and a few children may need additional intensive support.

Early Intervention is important for us and we use the strategies: prevention, identification, early support, and access to specialist support as outlined in the Mental Health and Behaviour 2018 DFE publication.

### **Calm and consistent behaviour:**

There is a no shouting policy in school. On the rare occasions that this happens, it will only be when there is a need to alert a child who may be at risk.

All adults in school use PACE (Playfulness, Acceptance, Curiosity and Empathy). PACE focuses on the whole child, not simply the behaviour. It helps children to be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour and building the skills that are so necessary for maintaining a successful and satisfying life. Classrooms are tidy and free from chaos. Resources are clearly labelled to support independent learning.

Staff don't join in to express their feelings or comment to a child when the situation has been dealt with; this is 'naming and faming' the behaviour and gives the wrong attention to a situation/behaviour.

Many of our children struggle to name their physiological and emotional state; therefore, staff use language that teaches emotional literacy. This is known as 'affect labelling'. eg: 3 - full "You've had enough to eat you are full now" - hot "Your face is red, take your jumper off you are hot" - angry "you must be so angry to scream like that" - sad "that must make you so sad"

Staff use empathetic phrases that reroute the power play also known as fogging, such as I understand that... I noticed that... I imagine that...

When a child misbehaves in a learning group or in the classroom, the member of staff with the child has the responsibility to ensure outcomes (consequences) are put into place. This is important to develop the adult child relationship, restore, and repair if needed.

It may be that this happens later when the child is regulated.

When a child escalates their behaviour, staff take them back to the original behaviour before dealing with the escalating behaviour.

Behaviour needs to be managed consistently and appropriately to support all learners and staff

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A check-in strategy is used when a child has needed supported regulation time

<b>Universal</b>	<b>Targeted Support</b>	<b>Intensive Support</b>
Safety Cue's in all aspects of school life: - Soft start to the day for all. - Staff who are warm, empathic, playful and curious (PACE) - Interaction with children that ensures social engagement - No shouting practise across school (unless a child is in danger)	Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress	An available adult (Mountain Rescue) is allocated for daily contact.
Children, staff and parents sign the homeschool agreement.		
Staff relationships are strong and interactively repair occasions when they may have become defensive.		Staff work with parents and other agencies, if appropriate, through regular meetings.
Scripted interventions Restorative conversation	Restorative conversation	Restorative conversation
Provide stress regulation strategies during the day, particularly during transitions eg: brain breaks x 3 per day, mindfulness music, breathing and peer massage.	Time-in' with an adult to regulate.	Time-in' with an adult to regulate.
PSHE and Intervention groups within the classroom	Small Targeted groups – including Nurture provision provided by the Pastoral Team 'Mountain Rescue'	External support groups from CAFW, Key Youth Charity, CAMHS, SALT, Occupational Therapy, Counsellors.
	One page profile behaviour plan completed by teacher and SENDCO	EP Assessment
	Risk Assessment completed by SLT	

### **SUPPORTIVE HOLDING**

Bernard Allen writes about children not being born with the capacity to care for themselves and the need for adults to protect them in a supportive and nurturing way. School staff considering supportive holding do so based on a rationale of action as if it were their own child. Supportive holding can be the opportunity for the child to realise they are not alone in their emotional pain. It is a developmentally, appropriate and necessary response to a child behaving in ways that are unsafe or are in emotional distress.

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### **Time In**

To support the mental health of a child who is dysregulated, school opt for a policy for **TIME IN** with a key emotionally regulated adult. This allows a child who is in crisis to co or self-regulate enough to be able to discuss how they have behaved or what has happened to them. During this time a staff member may try 'mental state talk' (talking to the child about what's bothering them and reflecting on their mental state), to use empathic responses, soothing (emotional regulation) or containment (this may be with their own feelings or emotions or through clear boundaries or spaces).

### **The Restorative Approach – Dealing with inappropriate behaviour.**

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process.

Following an incident, a restorative conversation will take place to support the child in understanding the harm that has been caused. (See Appendix 4)

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 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.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Reflection time' can be offered to children before an incident is dealt with.

### **Exclusions**

Exclusion of a child would only be considered as a last resort after other strategies have failed, or that by allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school.

There are two types of exclusion fixed term which is a temporary exclusion and permanent exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed period for up to 45 days in any one school year.

In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a

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permanent exclusion, if circumstances warrant this. In all cases a school must balance the interests of the pupils against the mental and physical health of the whole school community.

If the Headteacher excludes a child, they must inform parents/carers immediately giving them the reasons for the exclusion. At this time, the Headteacher will make it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the Parents/Carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, about any fixed-term exclusions in any one term and should the exclusion mean the pupil will miss a public examination.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, the circumstances in which the child was excluded and any representation by parents and the LA is considered.

### **Restrictive Physical Intervention (Positive Handling)**

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010.

### **Peer on Peer Abuse**

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Peer on Peer Abuse The school takes seriously their responsibility to deal with peer on peer abuse as directed in KCSIE even when this happens out of school. Children should feel comfortable reporting concerns.

## **Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

## **Prevention**

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We have a positive and restorative approach to managing behaviour. We investigate causes for poor behaviour thoroughly so that we can put the right strategies and support in place as soon as possible. Our aim is to ensure that our school is a safe and happy place for all to succeed in.

## **4. CPOMS**

All behaviour incidents are recorded on CPOMS. SLT review CPOMS regularly and create action plans based on issues and trends, in order to ensure support is provided.

## **5. Discipline guidance**

Following the enactment of the Education and Inspections Act 2006 there have been significant changes to the way in which schools can approach discipline. The key points from this act are:

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Power to discipline

- Schools have a statutory power to discipline pupils for breaches of the school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff members in charge of pupils have the power to discipline children according to this policy.

Outside School premises

- Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff.

Occasions include when pupils are:

- 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.

Confiscation

- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonable confiscated pupils' property.

What the law says: The head teacher can authorise a search of pupils' outer clothing or their possessions [including bags and lockers] without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by security staff. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets, bag, locker and punish them if they refuse to do so.

- Confiscation of pupils' property may take place. The item will be kept with the class teacher or in the school office.
- School may use the power to search and confiscate items found.
- If items are confiscated such as a ring, a cap, USB drive, vape, weapon, they will be returned to pupils at the end of the day at the discretion of the Head teacher and parents will be informed.

Links with SEN/ Multi-agency assessment

It should be recognised that repeated misbehaviour can:

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- Constitute as a special need in itself
- Be indicative of a learning difficulty
- Be indicative of a lack of appropriate social skills
- Be indicative of an emotional upset in or out of school
- Concerns relating to repeated misbehaviour may warrant a pupil being put on the SEN register or noted as a 'child of concern' to be discussed at 'In House' Safeguarding Meetings.

**Criteria for inclusion on the SEN register:**

- A description of what the child does
- Severity-e.g. fighting, a minor scuffle or a vicious attack?
- Frequency- calling out several times during lessons
- Duration- constantly talking
- Generality- if the behaviour occurs across a number of contexts.

For some children, extra support for behaviour may be needed. Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school. Additional agencies may be involved, with parental consent, to identify the type of support and strategies to use. A School Support Plan may be devised to provide further details of additional strategies which will be used.

**DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF:**

Key points

- Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation will be a clear priority to the benefit of all concerned (see Safeguarding and Child Protection policy)

**6. Parental responsibilities**

**Parents will be informed if children have gone 'over and above'. We encourage all families to celebrate with their child so that the child knows that both school and parents are proud of them.**

Parents will be informed after each restorative conversation So that they are aware of what has occurred at school and are able to support their child appropriately if they want to discuss the incident. It is not intended for any further discipline.

If four or more restorative conversations have had to be had in close succession, parents will be invited into school to discuss their child's behaviour and decide on next steps or support that can be given.

A permanent member of staff will inform parents of any concerns regarding behaviour.

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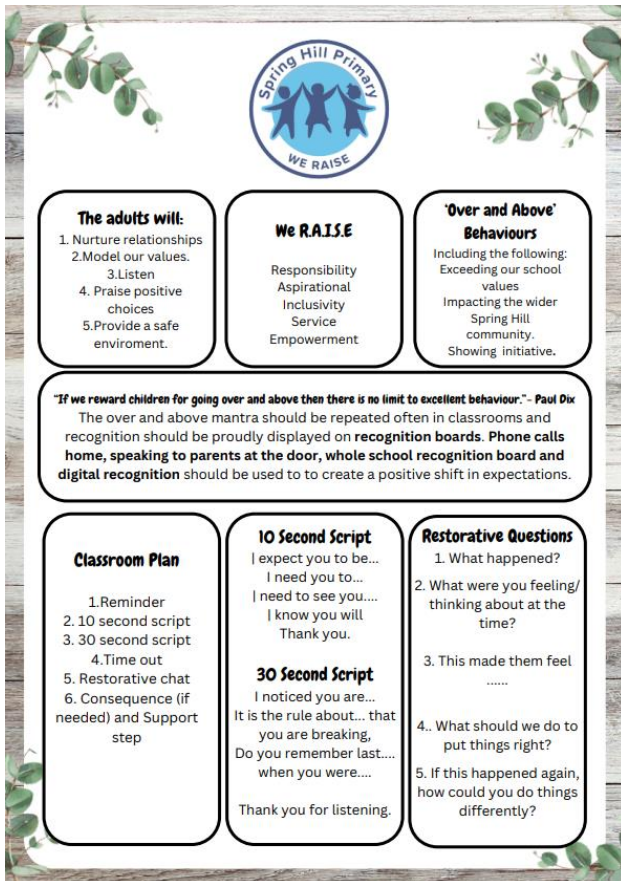
The policy will be shared with all supply teachers.

This policy will be reviewed annually.

**APENNDIX**

## **Policy Blueprint & Classroom Plan**

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## Appendix 2- Classroom Plan

### Classroom Plan

	Steps	Actions
1	<b>Reminder</b>	If a child is displaying unwanted behaviour, remind them of the 3 rules RRS
2.	<b>10-second script</b>	If a child is displaying unwanted behaviour, use the 10 second script.
3.	<b>30-second script</b>	If the pupil still does not engage, use the 30-second script.
4.	<b>5 minutes Reflective 'time in'</b>	This step is only needed if the child needs to calm down and compose themselves, or if the child has not regulated their behaviour after steps 1 and 2. Reflection time will usually be in a quiet area of the classroom but for some children, it may be more appropriate to have this time away from view of their peers. If this is the case, Mountain Rescue are available to support this. During

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		break/lunch 'time in' will be next to the adult dealing with the incident.
5.	<b>Restorative conversation</b>	This step is only needed if the child has continued to show unwanted behaviour in the classroom. During the restorative conversation, the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Putting things right').
6.	<b>Repair</b>	This may be a quick chat at break / lunch or a more formal meeting.

## Appendix 3

### 10 second reminder (choose one of these)

- I expect you to be...
- I need you to...
- I need to see you...

I know you will.

Thank you.

### 30 second intervention (say all of these)

- I notice you are .....
- It is the rule about... that you are breaking
- You have chosen to ...
- Do you remember last \*\*\*\* when you were \*\*\* that's who I need to see now.
- Thank you for listening.

### Reflection time

5 minutes for reflection, mindfulness area, time at the side of the playground.

"I can see you are getting *frustrated*, go and have a few minutes to see if you can control your emotions and be ready to learn/carry on with lesson/playtime.

## Appendix 4

### Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

Choose the most appropriate questions based on your knowledge of the child.

- **What happened?**

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

- **What were you thinking at the time?**

This reflection helps the pupil to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the children that their initial thoughts might have sent them down the wrong path.

- **What have you thought since?**

Many doors are opened through this question that might allow the pupil a chance of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

- **How did this make people feel?**

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis, this might not seem significant, but in the aftermath, it is important to shine a light on it. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

- **Who has been affected and how?**

Often the first response to this question is for the child to simply think about how they've been affected. With encouragement, the child can see the bigger picture. Asking follow up questions such as 'How was \*\*\*\* affected because they couldn't teach maths?' or 'How was \*\*\*\* affected who hates loud, sudden noises?' The more you ask these questions, the easier it becomes for the child to answer it. In time, that reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching them to use their conscience.

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- **What should we do to put things right?**

Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. A forced apology is worthless. There might be other ways to put things right. If an apology is offered, accept it with enthusiasm, even if it could have been given with a little more feeling.

- **How can we do things differently in the future?**

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situation and frustrations in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Steps to follow after the incident

1. If you have had to have a restorative conversation with a child, this needs to be recorded on CPOMS.
2. A letter, email or phone call must be made to parents to inform them that there has been an incident and what actions have been taken.

Response to behaviour:

**Home School Agreement**

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**The School will:**

- Work to fulfil the Spring Hill vision
- Encourage children to do their best at all times
- Encourage children to take care of their surroundings and others around them
- Let parents know about any concerns or problems that affect their child's work or behaviour
- Send home progress reports
- Set and monitor homework
- Arrange parents' evenings in the autumn and spring terms during which progress will be discussed
- Keep parents informed about school activities through regular letters and notices about special events
- Encourage children to develop a growth mindset and develop effective learning behaviour
- Celebrate 'over and above' behaviour by sharing this with families

Signed

(Headteacher)

(PLEASE TURN OVER)

**The Family will:**

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- Make sure our child is punctual, correctly dressed wearing school uniform and adhere to the school policy regarding hairstyles and earrings
- Support the school's guidelines on discipline, homework, uniform, jewellery and medicines
- Make sure the child attends regularly and provide telephone explanations on the first day of any absence/letter on pupils return to school
- Let the school know of any concerns or problems that might affect the child's work or behaviour
- Support the school in guiding the child to follow the 'Ready,Respect,Safe' rules
- Support the child in homework and other opportunities for home learning
- Attend parents' evenings and discussions about the child's progress
- Inform the school if our child is not allowed to be photographed/filmed for any reason or published on the school website/promotional material
- Get to know about the child's life at school
- Support the school in developing Mindfulness
- Support the school in developing a growth mindset
- Support the school in their quest to develop Language and Literacy skills

Signed \_\_\_\_\_  
(Parent/Guardian)

**As a pupil I shall try to:**

- Follow the school rules 'Ready,Respect,Safe'
- Always be polite and well mannered
- Demonstrate excellent learning behaviours
- To understand and respect everyone in order to 'RAISE'
- Learn to be a good communicator by following our learning partner guidelines

Signed\_\_\_\_\_ (Child)

Date\_\_\_\_\_