

Priors Hall – a learning
community
Behaviour & Relationships Policy
A Restorative Approach



Resilient –Ambitious – Curious - Responsible – Respectful – Caring

Adopted 1st September 2020 Review 1st July 2021

The Priors Hall restorative approach to behaviour and conflict

We are a community of emotionally reflective learners and our core values are founded in mutual respect, kindness and equality for all. Our behaviour policy outlines the way in which all members of our school can live and work together. We promote an environment where everyone feels supported, safe and secure and understands that they are an important and valuable part of our Priors Hall family.

At Priors Hall, we recognise behaviour as a form of communication and we strive to educate children to reflect, understand, challenge and take ownership of their actions. We are advocates for each child and of one another, and we work with restorative principles at the heart of solving behavioural issues and promoting tolerance. We work on the principles that restorative approaches support children in their ability to understand and consider the impact of their behaviour and actions and to understand the feelings and emotions of others; during their time in school and as citizens in the wider community.

Encouraging challenge, ownership and recognition for resolution

At Priors Hall, we understand that in order for challenging behaviour and conflict to be effectively resolved, children and young people require an opportunity to understand the harm or distress that their behaviour has caused to others. Our restorative approach to conflict is based on values that separate the person from the behaviour. We promote accountability for behaviour and actions, through listening, respectful boundaries and mutual understanding of how to facilitate, promote healthy interaction, repair damaged relationships and move forward.

Empowering the child – peer mediation and adult intervention

Observing behaviour as part of a wider relationships policy means that we encourage children to challenge independently when a behaviour makes them uncomfortable or distressed. As a staff team, we encourage children to take the first step in challenging difficult situations. We do this through encouragement and sensitive reassurance that it is important to let someone know if their actions are negatively impactful. Children do not always need an adult to challenge; they are encouraged to say 'no' when it is needed and we facilitate confidence in understanding that challenging and addressing negative situations can support children in achieving their desired outcome. This approach is taken

to provide important lifelong skills for mediation and conflict resolution and promotes considered decision making for children as citizens of the wider community. Instead of an adult stepping in as a powerful and decisive figure to immediately 'solve' the problem, practitioners may, in the first instance act as mediators to ensure that children can have their voice heard. Using age appropriate language, adults should model interactions, encourage children to explain their point of view and work towards a resolve; reiterating and acting fairly on behalf of the children should they need support or affirmation.

Adults as catalysts for meaningful and authentic conflict resolution – 'Saying Sorry'

At Priors Hall, we believe that an apology without understanding, accountability and willingness to adapt is unhelpful for either party following a challenging incident. Children who have displayed unacceptable behaviour should be encouraged to reflect on their actions using the toolkit of questions provided. Where a child has experienced emotional or physical distress due to the actions of another child, the child who requires comfort should be encouraged to explain the impact of the negative behaviour upon them. This should happen during the restorative conversation. At this point, it is helpful for the supporting adult to model an apology. Adults should apologise for the impact of the

behaviour and support the victim to feel recognition about their experience. “I’m so sorry that you have been made to feel so sad, that must have been really difficult for you how can I help you to feel better/what do you need to happen now?”

Restorative Conversation – a scripted approach to resolution

Where children are unable to mediate and there has been a more significant level of harm caused, a specific ‘restorative conversation’ should take place. These conversations may take place during the school day, as close to the incident as possible and with all relevant parties present. Practitioners will use restorative language and carefully considered questions to enable children and young people to understand the impact of their behaviours. These conversations should be centred around reflection, accountability and relationship restoration following an incident.

- What happened?
 - What were your thoughts at the time?
- What have been your thoughts since – how do you feel now?
 - Who has been affected by what happened?
 - How have they been affected?
 - What do you need to happen now?

- How can we repair this?

- **Behaviour for Equality – Roles and Responsibilities within Priors Hall and our IFTL Family**

Resilient –Ambitious – Curious - Responsible – Respectful - Caring

As a community, we each have a crucial part to play in ensuring that our school is a respectful, tolerant and empowering place to be for all. **All children, staff and parents/carers must contribute to ensure that Priors Hall facilitates respect, kindness, responsibility and conflict resolution.**

THE ROLE OF THE CHILD...

- I am respectful of all people
 - I look after our school
 - I am kind
 - I try my hardest to achieve my potential
- I listen to people and understand that all voices matter

- I respect the rights of everyone and I am tolerant, accepting and celebratory of differences. I understand that these make people unique and special.

THE ROLE OF OUR SCHOOL:

- We work in partnership with children and families to help all children reach their full potential
- We respect every person, making time to listen to them carefully and treating everyone as an individual
 - We support all people to reach their full potential
 - We provide an environment which is welcoming, stimulating, warm, secure and caring
 - We maintain consistently positive attitudes and set strong examples for interactions
 - We encourage and support pupils whilst providing motivating educational opportunities
 - We are consistent and fair to all children
 - We promote equal opportunities and good relationships between all people
- We celebrate all adults and children and respect our diversity; demonstrate acceptance and celebration of all, regardless of gender, sexual orientation, religion, race or ability.

- We build positive relationships with children and families, based on trust and acceptance.

THE ROLE OF THE PARENT/CARER

- We respect all staff, children, parents and the school property
 - We model respectful relationships and good citizenship
 - We do not post about the school on social media
- We support school and our children in promoting tolerance and acceptance of all people
 - We work hard to ensure our children are punctual and have good attendance
 - We ensure that school is informed about our children

The school reserve the right to take any necessary actions to ensure that members of the school community are kept physically and emotionally safe at all times during the school day.

The Curriculum and Behaviour for Learning

Characteristics of effective learning, engagement, wellbeing and involvement.

At Priors Hall, we overtly promote the importance of high levels of wellbeing and involvement through an engaging and carefully curated curriculum that is exciting and motivating. All teachers consider the characteristics of effective learning in their planning of lessons to minimise barriers to learning. We understand that an appropriately structured curriculum and strategically planned learning opportunities are vital in ensuring children are engaged and motivated to learn. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured and timely feedback; children are motivated and interested in learning. We understand that this is a key factor in excellent behaviour and purposeful experiences.

- Teaching methods should encourage enthusiasm and active participation for all – each child's motivators should be considered. Lessons should aim to develop skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- Praise should be used consistently and rigorously to encourage good behaviour and positive efforts for children.
 - Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
- Working walls should be used to demonstrate the process of learning and should encourage a sense of community and the process of learning in the classroom.
 - Children are taught how to express their feelings and to restore justice using a framework and process that is solution lead and enables accountability and resolution. This ensures that when mistakes in relationships occur solutions can be found by children.
- Expectations for behaviour will be shared and discussed with the children regularly to ensure consistency and clarification. Children will be taught the skills they need to manage their own behaviour, challenge others and enabling them to become effective and aware mediators of behaviour.

Consequences – Understanding the impact of behaviour

A Graduated Approach

In order to provide a consistent approach to behaviour and provide coverage of support for teachers, a rota will be shared termly, detailing the members of SLT that will be based in the green room to support with behaviour across school during all sessions throughout the week.

<p><u>Exceeding Expectations</u></p> <p>‘Above and Beyond’</p>	<p>For learning or behaviour examples to be shared with the Head/Deputy/Assistant Head (Senior Leadership Team) or a special adult of your choice for praise Have your photo on the school board when consistently above expectation (small photo display)</p>	<ul style="list-style-type: none">• Taking a leadership role in the classroom• Taking a leadership role within the school• Taking a significant step in your learning having shown outstanding resilience• Consistently demonstrating the school values and encouraging others to do the same.
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	<p>Recognition of your example in celebration assembly. Invited to attend a half termly treat with SLT.</p>	<ul style="list-style-type: none"> •Consistently supporting others to use restorative practices and supporting the wellbeing of others. • Pre-meditated acts of kindness and responsible decision making, thinking about others.
<p><u>Expected Behaviour</u></p> <p>‘How we do things’</p>	<p>a “jewel” in the class jar may be awarded and when the jar is full, the class choose a rewarding activity. All staff may contribute to this with 1 jewel being awarded daily for each class that has earned it</p> <p>individual praise, positive attention and recognition.</p> <p>Initials written on the tree.</p>	<ul style="list-style-type: none"> •Displaying the school values •Taking self-responsibility seriously •Self-regulation of behaviour and reporting to adults where necessary •Having an expectation of each other to resolve conflict when it occurs <ul style="list-style-type: none"> • Being open to listening to other points of view •Reciprocal relationships - developing and maintaining strong peer bonds •Reflecting, redrafting and growing your learning •Collaboration with others and being a successful team member Noticing other people’s •Well-being and being proactive in the support you offer
<p><u>Level 1</u></p> <p>‘Pause and Reflect’</p>	<p>You will receive a verbal Warning</p> <p>You may be moved away from others</p> <p>Be spoken to by a familiar member of staff from outside the classroom</p> <p>Miss an age appropriate amount of break time.</p>	<ul style="list-style-type: none"> •Deliberately not listening or not following instructions <ul style="list-style-type: none"> • Distracting others or answering back/calling out • Showing disrespect to people’s property e.g. treading on bag • Pushing in line, whistling/making inappropriate noises or rocking on chair <ul style="list-style-type: none"> • Being deliberately unprepared for learning

		<ul style="list-style-type: none"> •Drawing on property or throwing equipment •Refusing to attempt work or work with others
<p><u>Level 2</u></p> <p>Breaking our Code</p>	<p>You will: Be taken aside or out of class to be spoken to by a member of staff</p> <p>You may: miss a class treat, miss playtime or lunchtime</p> <p>Go to the green room to complete work alongside specified member of SLT/DSL.</p> <p>The class teacher will contact your adult; this may be in person, telephone, email or via a formal letter. Details of behaviour will be shared.</p>	<ul style="list-style-type: none"> • Continuing to do what he/she had previously been warned about at level 1 <ul style="list-style-type: none"> •Pushing aggressively (with heightened emotion) <ul style="list-style-type: none"> • Personal insults •Leaving the classroom or playground without permission <ul style="list-style-type: none"> Refusing to attempt work or work with others •Taking school equipment or that which belong to others without permission • Climbing on or sitting under furniture, hiding in toilets, shouting at random • Throwing books or equipment, damaging property intentionally or stealing
<p><u>Level 3</u></p> <p>Unacceptable and Unsafe</p>	<p>You Will: be removed from the class – SLT will be called and you will go to the green room.</p> <p>Have your parent/carer contacted immediately and a meeting set up to discuss your behaviour with a senior member of staff and your class teacher.</p> <p>You may be removed from lessons with others and remain in the green room with a member of SLT until your behaviour has been resolved and a plan</p>	<ul style="list-style-type: none"> · Spitting, fighting or physical violence <ul style="list-style-type: none"> • Swearing or offensive language/gesture • Confrontational behaviour, and verbal threats to pupils or staff <ul style="list-style-type: none"> · Premeditated physical violence <ul style="list-style-type: none"> • Bullying • Consistently showing level 2 behaviours or extreme examples of level 2 behaviour, such as those that cause harm or threaten to cause harm to others, or disrupt the learning or well-being of others

	formulated for moving forward with you and your parent/carer. You may miss out on break/lunch time until resolution has occurred.	
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Covid-19 adjustments and additions

An addendum to our behaviour policy was formulated in June 2020 when the first groups of children returned to school and remains in place. In the addendum we have had to change some of our expectations around pupils' behaviour and make these clear to all. In these times of heightened risk to our health, it is important that children and staff are aware that unhygienic behaviour is taken very seriously. Our Priors Hall values and ethos remain unchanged, and children are expected to aim to uphold them.

In addition to our Priors Hall school rules, children must be aware of the new requirements in the addendum namely that they must:

- Stay at least 1+ metres apart from each other wherever possible (with a common sense approach taken to EYFS and younger pupils);

- Use their own specific equipment (including resources) and not share any of these;
 - Not share any food, drinks, cups or water bottles;
- Work, eat and play in our designated group, and minimise contact with children from other groups (including in the playground, anywhere on the school site and on our way to and from school)
 - Move around school as instructed by our teacher/adult and avoiding other people
- Never cough, sneeze or spit towards another person; catch all coughs and sneezes in a tissue and throw it away (catch it, bin it, kill it), then wash our hands
- Wash hands frequently (including whenever we are asked to), with soap and water for 20 seconds (e.g. by singing happy birthday twice) or with hand sanitiser if soap and water are not available;

It is essential that the children listen to and follow instructions at all times and adhere to the guidelines set by the government and the school. This is required inside school and outside during breaks and lunches.

Any child who is unable to do this is risking the safety of themselves, other children and staff and we will ask parents to collect them immediately.

A risk assessment will then be completed to determine whether it is safe to have the child back in school. If we deem a child to be unsafe to have in school, we will work with parents to arrange provision the child can access safely.

Extreme Behaviour – physical intervention, reasonable force and restraint

In extreme circumstances, the use of force and physical restraint may be necessary to prevent a child hurting themselves, another child or staff member or causing significant damage to property. There is no legal definition of 'reasonable force' – it will always depend on the

circumstances of the case. The use of force may be regarded as reasonable only if the circumstances of the particular incident warrants it.

The types of incidents where reasonable force may be necessary fall into three categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury;
2. Where there is a developing risk of injury or significant damage to property;
3. Where a child is behaving in a way that poses risk of harm to the child or others.

Physically interposing between children, Pushing or pulling, Holding, Leading the child by the hand or Shepherding the child away.

In exceptional circumstances the staff member may need to take necessary action that is consistent with the concept of 'reasonable force' e.g. preventing a young child running into the road, or preventing a child from hitting someone or throwing something.

Where the risk is not so urgent, other strategies should be used in order to defuse or calm a situation.

Before intervening physically, a member of staff MUST ALWAYS:

Ensure that the 'on duty' member of senior leadership is informed of the escalating situation so that they are able to support. Clearly tell the child to stop, and what will happen if he/she

does not. The staff member should keep communicating with the child throughout the incident and make it clear that physical restraint will stop as soon as it ceases to be necessary. A calm and measured approach is vital.

The possible consequences of intervening physically need to be carefully evaluated and the degree of force MUST be in proportion to the circumstances of the incident and the seriousness of the behaviour it is intended to prevent.

Reporting instances of physical intervention/ use of reasonable force.

It is important that an accurate, detailed report is made of any occasion where force is required. Immediately following any such incident, the member of staff involved should inform the head teacher and provide a written report as soon as possible afterwards.

The report should include:

- The name of the child involved and when, and where, the incident took place
 - Names of anyone who witnessed the incident;
- The reason that force was necessary (e.g. to prevent injury to the child, another child, or member of staff)
- How the incident began and progressed, including details of child's behaviour, steps taken to

defuse the situation, degree of forces used, how it was applied and for how long

- The child's response and the outcome of the incident
- Details of any injuries sustained.

Parents/Carers should be contacted immediately in order to discuss the incident by the member of SLT dealing with the incident.

Exclusions

At Priors Hall, we believe that each child has the right to learn undisturbed by disruptive behaviour. Each teacher has the right to teach free from disruptive behaviour. Close co-operation between School and home is seen as developing the best environment in which each child can learn. Exclusions will be a last resort, after we have exhausted all other strategies to de-escalate any extreme behaviour.

The Procedure

The exclusion of a student is an extreme measure and is only administered by the Headteacher or in the absence of the Headteacher whoever is deputising for her/him. The Law of the United Kingdom allows a Headteacher to exclude a student for up to 45 school days in any one school

year. Exclusions, whether fixed-term (usually 1-5 days but could be longer), or permanent, may be used where a student has displayed unacceptable conduct which infringes that which is deemed to be acceptable in school.

A student will be excluded immediately if there is an immediate threat to the safety of others in the school.

Fixed-term exclusions

It is expected that most exclusions will be of a short (1-5 days), fixed-term nature. During an exclusion of up to five days the school will set work for the student and arrange for it to be marked. From, and including the sixth day of the exclusion, Priors Hall will arrange full time education for the student. A fixed period exclusion may be extended or converted to a permanent exclusion.

Permanent exclusions

A decision to exclude a student permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and if allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school. Prior to a permanent exclusion a thorough investigation will precede the exclusion and, in the

case of exclusion on the basis of persistent breaches of the behaviour policy it must be clearly shown that a range of strategies have been tried without sufficient success. In the case of a single serious breach of discipline the Headteacher may decide to exclude a student without having tried a range of strategies.

In every case, all the evidence is carefully assessed and collated. Records are kept of all exclusion proceedings. Children are allowed and encouraged to give her/his account of events. Staff investigate the causes of the incident fully. In all cases where permanent exclusion is a possibility the Northamptonshire County Council exclusions officer is contacted and a meeting arranged with a member of the Senior Leadership Team at the school. All exclusions are treated in the strictest confidence on a 'need to know' basis. Any student who is permanently excluded will not be removed from the school register until after any requested review has been completed, or the deadline for requesting a review of the decision to exclude has passed without a request being made.

Statutory guidance on factors that a head teacher should take into account before taking the decision to exclude.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, or the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for a head teacher to take. However, where practical, head teachers should give pupils an opportunity to present their case before taking the decision to exclude. Whilst an exclusion may still be an appropriate sanction, head teachers should take account of any contributing factors that are identified are an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject of bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Head teachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessments could go further, for example, by seeking to identify mental health or family problems.

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed exclusion in an academic year, head teachers should consider whether exclusion is providing an effective sanction.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – A Learning Community has an unwavering commitment to safeguarding to ensure that all our children and young people are safe and feel safe; that children, parents / carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance. All concerns should be given to our school Designated Safeguarding Leads, Ben Lynch, Tess McQuade, Jenna Smith or Alex Crawford.

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding

Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH).

- If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999. This Policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – A Learning Community.