



Brackley Church of England Junior School

*'We are a Caring, Celebratory, Courageous, Christ-inspired
Community rooted in love.'*

Restorative Approaches & Behaviour Policy

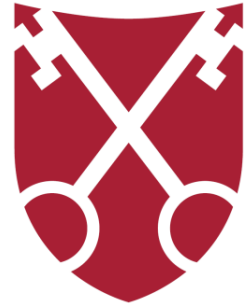
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School Values

'We are a Caring, Celebratory, Courageous, Christ-Inspired Community rooted in Love'

Ethos Statement

Recognising its historic foundation as recorded in the school's Trust deed, the school will preserve and develop its spiritual character in accordance with the principles and practice of the Church of England. This will include respecting other faiths and working in partnership with the Church in the parish of St. Peter with St. James, Brackley and at diocesan level.

Pupils are helped to understand that the values promoted by BJS are aligned with those described in the Gospel accounts of the life and teaching of Jesus Christ: the perfect example of a life well-lived to the glory of God and the good of others.

Known in the community since 1871 as the 'Feed My Lambs' school, it uses this Gospel story as its model for the pastoral care of its pupils.

Introduction

At Brackley C of E Junior School (BJS) we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio-economic background. We like to work alongside parents/carers to encourage children to develop as fully as possible. We want to help our children to grow socially, personally and academically. The purpose of this is to promote positive attitudes to behaviour.

We consider that it is the right of all our pupils to be educated in an environment free from disruption or upset by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Approaches (RA) philosophy. RA aims to build on the ethos and values of the school and wider BJS community by repairing and strengthening relationships within the community.

The school embraces RA 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 to strengthen our society for the future.

We believe that good behaviour needs to be carefully developed. We think young children learn best when they are clear about what it is that they need to do. This policy sets out:

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- What we mean by good behaviour.
- What we think are the benefits of good behaviour.
- How we encourage good behaviour in school.

Policy Aims

- To embed the use of RA in all aspects of school life.
- To develop frameworks within which initiative, responsibility and sound relationships can flourish
- To enable children to develop a sense of self-worth and a respect and acceptance for others
- To maintain a consistently orderly environment in which adults and children feel safe, secure and respected, both inside and outside of the classroom, which will enable everyone to work and learn
- To create a consistent environment that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
- To reward students for attitude, courtesy, achievement, completing and returning homework, being equipped for school and behaving and applying themselves well in lessons.

RA Philosophy Statement

Effective Restorative Approaches foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. RA acknowledges the intrinsic worth of the person and their potential contribution to the school community.

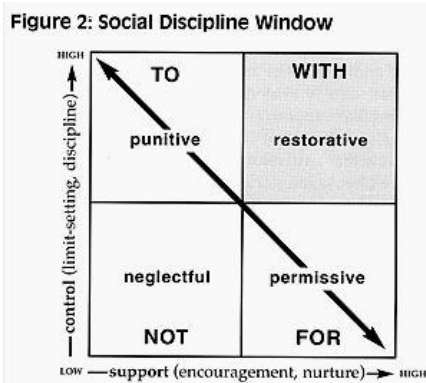
RA framework will

- Improve behaviour and attitudes; through making mistakes and putting them right.
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

The 4 Rs of RA are based on four key features

- **RESPECT** - listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions
- **REPAIR** - discussing how to repair harm
- **RE-INTEGRATION** - working through a process that solves the problem but allows pupil to remain in mainstream education

Social Discipline Window (Framework for working with ...)



Wherever possible we should 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.

When an incident has occurred set questions are asked by the member of staff to the harmer and then to the harmed, to resolve a situation:

Restorative Questions

To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- What were you feeling at the time?
- Who has been affected by what you did and how?
- What do you think you need to do to make things right?

To help those harmed by others' actions:

What happened?

What were you thinking when you realised what had happened?

What were you feeling?

How has this affected you and others?

What do you think needs to happen to make things right?

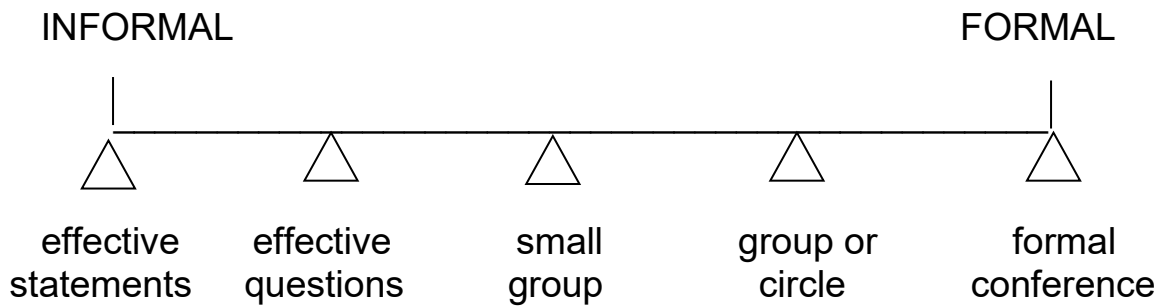
The questions are asked as part of an informal or formal conversation. In using this approach, the emphasis is on developing relationships through the perpetrator accepting responsibility for what they have done and making decisions about more appropriate future actions using a problem - solving approach. It also enables the victim to sense closure, and that the perpetrator has faced up to their actions.

A teacher or LSA acts as facilitator. It is the children themselves, who come up with the solutions.

Restorative Approaches Continuum

At BJS we believe it is best to do things with people. Our response to challenging and/or inappropriate behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Approaches framework.

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Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

Listed below are some examples of effective statements and questions which all staff can use with pupils:

Statements

- I was very disappointed when you did that to (insert victim's name).
- I am upset and disappointed by what has just happened.
- I feel that (describe action) was very disrespectful, when ...
- I feel disrespected and disappointed when you ignore me.
- I am sorry that I misunderstood the situation ...
- I felt really proud of you when I heard ...
- I feel really pleased and encouraged that you made the right choice.
- I respected your honesty and thank you.
- I want to thank you for your cooperation.

Worry Eaters

All children have worries or fears. Some are big, some are small, but all of them are very real. Parents and staff do their best to try and help children, but they can't if they don't know what the problem is. This is where the Worry Eater comes in. The Worry Eater's motto is 'We eat your worries', and sometimes with just a bit of help, this is exactly what they do!

Each classroom is equipped with their own class individual Worry Eater

These are located in an accessible place in children's classrooms, known by all members of the class, and are checked daily by teachers and classroom LSAs. Children are encouraged to write or draw their problems on a piece of paper, secretly if they prefer, and feed it into the mouth of their class Worry Eater, writing their name and date clearly too.

The next step, if needed, is outlined in our Anti-bullying Policy

All aspects of Restorative Approaches are aimed at developing relationships within the school community. Through positive relationships appropriate and good behaviour are modelled for the children to witness and experience.

What do we mean by good behaviour?

At BJS, we have clear expectations so that the children know what is expected of them at a given time. Throughout school, children are actively encouraged to consider the consequences of their

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behaviour and to take responsibility for their own actions – Children OWN their behaviour. We believe that positive reinforcement is the best way to achieve good behaviour, to reward good behaviour and to help those who need support to make the right choices with their behaviour.

By accepting and being honest about their actions, pupils will recognise that consequences are swiftly dealt and that the reparation process can begin immediately.

What do we mean by discipline?

Discipline is not control of children – many children are not easily controlled. When children's lives and behaviour are too regulated by others, they feel no need to control themselves, since others do it for them. It is important that children make mistakes, do wrong and use those experiences to learn how not to repeat unhelpful behaviours and to put things right. An important long-term goal is to facilitate the development of self-discipline. We believe that discipline is about leading by example, guiding and encouraging children within a framework of rights and responsibilities to consistently think about what they do and make good choices. These should work together to create a caring community atmosphere.

We have many approaches within our school to accomplish our aims, but the intended outcomes are exactly the same, irrespective of the age or ability of the child, in order to highlight positive behaviour and raise children's self-esteem.

PSHE is a regular part of our weekly timetables but additional PSHE can be used in each classroom as and when required, as a forum for the class to discuss issues that are causing them concern. This might include bullying; exclusion; friendships; playground disagreement; feelings of isolation; exclusions etc.

Each class establishes its own charter, negotiated during the first two weeks of the academic year. The class 'Classroom Rules' are displayed in each classroom. Classroom Rules are underpinned by every child's right to an education in a safe, secure environment.

Each person in our school community has the right to:

- feel safe (see also protective behaviours)
- learn
- respected and have fair treatment

'You OWN your OWN behaviour' is what we teach the children, to encourage them to take full responsibility for their actions and also think about the consequences if they make the incorrect choice.

Benefits of good social behaviour

By encouraging good behaviour, we know we will be supporting our ethos at BJS, one that aims to foster a very positive attitude to life. We aim to promote self-image and show respect for the attitudes and values of others.

We encourage children to play an active role in their education and to develop their self-confidence. We aim to create an environment in which children can achieve their full potential and do as well as possible in their learning. We want them to have a sense of identity with their school and show a high degree of self-motivation.

As a school, we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling effective learning and teaching to take place, and our children are free to realise their potential.

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The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear intentions, understood by the children and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

Classroom management

Classroom management and teaching and learning approaches have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be welcoming and organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged and labelled to aid accessibility and reduce uncertainty and disruption.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as excellent work. Situations should be handled sensitively and managed in a way appropriate to the situation.

Rewards

At BJS we consider it important that praise and rewards should have considerable emphasis within school, in order that pupils achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, a positive attitude, caring for others, good behaviour and modelling of the school's values.

It is expected that good standards of behaviour will be encouraged through the consistent application of our school values (above) supported by a balanced combination of rewards and consequences within a constructive school ethos.

It is important to develop and maintain consistency in the application of our reward systems, whilst ensuring that rewards are appropriate to each child.

Positive rewards will include:

- General praise and encouragement in lessons, which should be used as much as possible.
- Praise from the rest of the class, another class or member of staff. (Some pupils who lack self-esteem or are socially unskilled may find it hard to accept public praise and private praise may be more effective).
- Headteacher or other senior staff to be invited to praise individuals, groups or classes.

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- Display of pupils' work.
- Notes, messages and telephone call to parents where appropriate.
- Headteacher Award stickers.
- Achievements out of school recognised within class.
- ClassDojo reward point system - Children will receive ClassDojo points as a form of reward. Prizes can be claimed when children achieve 50, 100, 150 ... ClassDojo points and prizes will be presented within class by the class teacher.
- 'Star of the Week' certificates - Each week two children from every class are celebrated within Celebration Assembly, for having modelled one or more of the school values. These children are also celebrated on the school's newsletter for the wider school community to see.
- Class Attendance Reward – Each class' attendance is printed on the fortnightly newsletters. The class with the highest attendance for the term, will have the opportunity to have an additional afternoon breaktime.

Consequences

We feel it is important to have consistency for helping children who have difficulty with making the right behaviour choices. There is no place for unacceptable behaviour and consequences exist to protect individuals from negative forms of behaviour in the classroom and in other areas of school life. For consistency and fairness, we categorise negative forms of behaviour into four different levels which can be seen in the table below.

Behaviour in School

Level 1	Level 2	Level 3	Level 4
▪ Talking at inappropriate times	▪ Responding inappropriately to adult correction/ instruction	▪ Blatant rudeness to an adult	▪ Inappropriate use of sexual language
▪ Deliberately interrupting or shouting out	▪ Questioning authority	▪ Fighting, including retaliation	▪ Racial name-calling
▪ Unkind hands	▪ Answering back	▪ Threatening body language	▪ Homophobic name-calling
▪ Rough play	▪ Lack of respect towards staff	▪ Stealing	▪ Bullying
▪ Teasing/ deliberately winding others up	▪ Temper outbursts	▪ Swearing directed at a child or adult	▪ Physical assault on a child or member of staff
▪ Pushing/ shoving, etc.	▪ Swearing/ muttering under breath	▪ Deliberate damage to property	
▪ Name calling/ deliberate 'put-downs'	▪ Derogatory comments about others	▪ Open defiance	
▪ Not putting equipment away/ tidying up	▪ Not caring for equipment/ the environment		
▪ Not following the Classroom Rules	▪ Targeted inappropriate facial gestures and language		
▪ Preventing others from learning	▪ Refusing to comply with requests		
<ul style="list-style-type: none"> ▪ Behaviours managed by class teachers and LSAs in conjunction with the Behaviour Management Process. ▪ Parents made aware if Stage 3 reached or if deemed appropriate by class teacher. 		<ul style="list-style-type: none"> ▪ Behaviours managed by Deputy Headteacher or SENCO. ▪ Parents made aware. 	<ul style="list-style-type: none"> ▪ Behaviours managed by Headteacher or Deputy Headteacher in their absence. ▪ Parents made aware.

Where choices of inappropriate behaviour are made, we follow a Behaviour Management Process,



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Behaviour Management Process

At Brackley C of E Junior School we acknowledge that most of our children will only ever need a gentle reminder. However, this table aims to make clear the processes in place should this not be the case.

STAGE	PROCESS	ADULTS INVOLVED
1	<ul style="list-style-type: none">▪ Positive reinforcement of the desired behaviour▪ Visual signal from staff member▪ Reminder of the agreed Classroom Rules▪ A verbal warning acknowledging there will be a 'Time Out' consequence for the continued behaviour.	Class teacher HLTA LSA
2	<ul style="list-style-type: none">▪ 'Time Out' of 5 mins. if the same behaviour is repeated for a third time.	Years 3 and 4 swap Years 5 and 6 swap
3	<ul style="list-style-type: none">▪ Second 'Time Out' if the same behaviour continues following first 'Time Out.'	Deputy Headteacher or SENCO Parents informed of behaviour
4	<ul style="list-style-type: none">▪ Internal Exclusion with member of the SLT▪ Exclusion from Lunchtime▪ Fixed-term Exclusion▪ Permanently Excluded	Headteacher

**IT SHOULD BE NOTED THAT DEPENDING ON THE SEVERITY OF THE INCIDENT,
SOME OF THESE STAGES MAY BE BYPASSED.**

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Additional actions/ consequences that may be taken are:

- Tactical ignore
- Child may be reprimanded.
- Child may need to apologise, either verbally or in writing.
- Position in class changed to prevent recurrence and / or remove temptation.
- Be separated from others for a specific period.
- Loss of part or all break time (this must be supervised)
- Catch up with the work missed in lesson time, during their playtime.
- Tidying up mess made.
- Restorative activity.
- Pupils may have their behaviour monitored over a period of time and then reviewed.
- Where property is damaged, parents are informed and asked to attend a meeting to discuss a way forward.

The consequence must always be appropriate for the behaviour exhibited.

If little progress is being made towards improving behaviour or the same behaviours are being repeated, class teachers will invite the parents to meet with them and discuss the behaviours and how best to support their child. It may also be appropriate to invite the SENCo to the meeting or set up a bespoke Support Plan.

Fresh Start

Although persistent or serious misbehaviour needs recording, every child must feel that each day is a fresh start.

Special Educational Needs

In exceptional circumstances, where a pupil with Special Educational Needs is unable to understand or comply with this policy because of the nature of their difficulties, a different range of strategies, rewards and sanctions will be used, usually through a bespoke Support Plan. This will be drafted together with the child, in order to help them understand that, 'You OWN your OWN behaviour.'

The Role of the Parent

If parents are at all concerned with any issues regarding behaviour, the person to speak to first is the child's class teacher. The school's aim is to promptly address these issues to a satisfactory conclusion. Parents can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere. All parents should be given a copy of information on restorative approaches for parents.

The Role of the Staff

We are aware that good classroom organisation and the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Staff at BJS are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-worth in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable

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manner towards them as professionals, and that issues will be managed in an atmosphere of trust and mutual respect.

It is the responsibility of all staff to ensure that expectations outlined in classroom rules and school behaviour policy are enforced both in and out of lessons and that the children in their classes behave responsibly.

Role of the Governors

The governing body has the responsibility of ensuring the policy is reviewed yearly and is fit for purpose taking in to account the changing needs of the school.

Role of the Headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children within the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.