

New Islington Free School

Relationships and Behaviour Policy

Autumn 2020

Next Review Autumn 2021

Introduction

At New Islington Free School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum.

Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors, parents, the wider community and the children, have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the high standards of behaviour that we have at New Islington.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

Aims:

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Our Core Values	
<p>Our over-arching value/principle We do the right thing</p> <p>Underpinned by We are respectful We are kind We are cooperative We are resilient</p>	
<p>Doing the right thing</p> <ul style="list-style-type: none"> • Making positive choices even when nobody is watching. • Recognising and managing the need for peer approval. • Understanding how to self-check by managing strong emotions and impulses. <ul style="list-style-type: none"> • Promoting a positive, growth mind-set. • 	
<p>Respect</p> <ul style="list-style-type: none"> • Know how to stop and listen to all adults around the school. • Understand what it means to respect our friends. • Understand what it means to show respect for our school environment. • Developing and maintaining a healthy 'self' self-confidence, self-worth, and self-respect. • Gaining respect for others' right to their own beliefs, values and opinions. • Understanding how to value and respect diversity. 	<p>Cooperation</p> <ul style="list-style-type: none"> • Learning how to listen to others. • Understanding effective communication. • Understanding how to work as a team. • Learning how to be flexible and compromise with peers.
<p>Resilience</p> <ul style="list-style-type: none"> • Developing an appropriate response to challenges. • Becoming self-motivated. • Showing perseverance and adaptability. • Strategies for identifying and accessing appropriate help and support. • Applying resilience in new situations 	<p>Kindness</p> <ul style="list-style-type: none"> • Understand how to show empathy and compassion towards others. • Consider the feelings of others. • Thinking before speaking. • Considering the impact of our words and actions on others.

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP 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.

Positive Behaviours

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 very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- using the Proud Cloud and Fame Frame
- giving children 'I do the right thing' wrist bands
- Monday celebration assembly recognition
- Postcards are sent home to highlight positive actions and behaviours

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the door' approach or contact parents/carers by telephone.
- The Parents' Consultations Evenings also provides a forum for discussion.
- Class assemblies celebrate behaviour and achievements
- Wristbands and postcards that children take home

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

We strive to avoid:

- Humiliation – it breeds resentment;
- Shouting – it diminishes us;
- Over-reacting – the problem will grow;
- Blanket punishment – this is unjust towards the innocent;
- Harsh sarcasm;
- Threatening children with someone else’s discipline;
- Using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Membership of the School Council
- Sports Ambassadors
- Classroom monitor jobs
- Reading Buddies
- Early Years buddies
- Digital Leaders
- Lunchtime Leaders

The Restorative Approach – Building a positive community including rules and high expectations.

The ethos of the school underpins all rules relating to behaviour within the school. At New Islington, our values are:

- We are kind
- We are cooperative
- We are respectful
- We are resilient

Our core values underpin our overarching theme of We do the right thing

Children need to know and help set the class rules. Each teacher works with their class to formulate a class ‘What we need’ poster / charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to.

Every class takes part in class circles at regular points of the week. This time is used to build connections and relationships within the class. During circles, expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year. The class will develop their own class rules for learning, circles and behaviour. The agreed rules are on display in the classrooms.

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 not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

What are our expectations for pupil and adult conduct?

We are proud we have created a well-organised, attractive and stimulating learning environment.

We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Assemblies

Staff and children are expected to enter and leave the hall silently, and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly, and wish to issue instructions to children in assembly should usually do this using signs rather than speech, and should lead their class in and out of assembly from the front of the line.

The dinner hall

Children should line up sensibly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

At New Islington, we do not distinguish between the authority of one adult to another, regardless of role. At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe.

Adults must ensure that incidents are dealt with within the restorative framework. Any serious behaviour incidents should be reported to the SMT member for further investigation and recorded on CPOMS.

School uniform

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office. All members of staff will remind pupils of the correct uniform yet be mindful that family circumstances can impact on uniform choice.

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, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

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

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

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

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

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

How are you now? How to end the restorative conversation in a positive manner.

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. Staff have the confidence and competence to adapt conversations according to the age and maturity of the children involved.

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

the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

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

The Restorative Approach and use of consequences

When using consequences at New Islington, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

In addition to the script above, staff may use elements of the following script in their Restorative Conversations with pupils.

Encouraging

- Tell me some more about that?
- Can you help me understand that more?

Summarising

- So there seem to be several things bothering you
- And earlier you said....

Reflecting

- So you.....(Repeating back last few words)

Checking

- So did I hear you say...
- Am I right in thinking...

Empathy

- It's understandable that you are worried / upset about this; that sounds tough;

Affirmation

- Thanks for telling me that; I appreciate you talking about this with me

We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

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. 'Time outs' can be offered to children before an incident is dealt with.

Implementation of the Restorative Approach – Practicalities

At New Islington, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Picture Cue Cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Consistently challenging behaviour:

There may be a few children for whom a restorative approach does not have an impact or affect a change in behaviour. In these instances we may introduce a child friendly plan to ensure that they and their peers can learn and play together respectfully. This may involve the implementation of LOFT time – Loss of Free Time. This decision would be taken by the class teacher and always be proportionate and age appropriate.

Restrictive Physical Intervention

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases the adults dealing with the issue may choose to implement consequences that could range from, loss of privileges to reporting to the Deputy Headteacher or Headteacher for a temporary internal/external exclusion and involving external agencies for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair harm caused.

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.

Teachers are confident in de-escalation strategies which will always be employed in order to avoid any Restrictive Physical Intervention. However, we are equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. RPI will always be carried out with the child's safety and dignity in mind.

For more information, please refer to 'Physical Intervention Policy'

Logging Incidents of Negative Behaviour

Teachers are confident and competent to make a decision as to whether an incident needs to be recorded on CPOMS. Members of staff are confident to ask for advice from their colleagues or the SMT to ensure correct decisions are made.

Behaviours that would merit recording may be, but not exclusively related to:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

If any of points 1-6 occur during lunchtime, the adults involved should report this to the Duty SMT member. The Duty SMT member will take responsibility for logging this and will liaise with the class teacher regarding further action (e.g. communication with home).

Points 1-5 must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this (or Duty SMT member if it is related to a lunchtime incident).

Regular monitoring of logged incidents take place to spot any trends or patterns and appropriate actions will be taken. Trends and patterns are reported to Governors on a termly basis via the Head Teacher report.

Curriculum Support

Through our PHSE curriculum, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation.

Our PHSE lessons, Circle Time, school assemblies, out-of school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete PHSE

lessons are taught on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

This Policy was written as a response to the new approach to Behaviour and Relationships at New Islington, adopted at the start of the 2019 academic year. It has been written in consultation with our Pastoral Support Worker and all staff. It has been shared with pupils via the School Council. It has been taken to the Autumn term Parent Forum meeting.

This Policy will be reviewed annually.

November 2019