



Pinfold Street  
Primary School



# RESTORATIVE BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

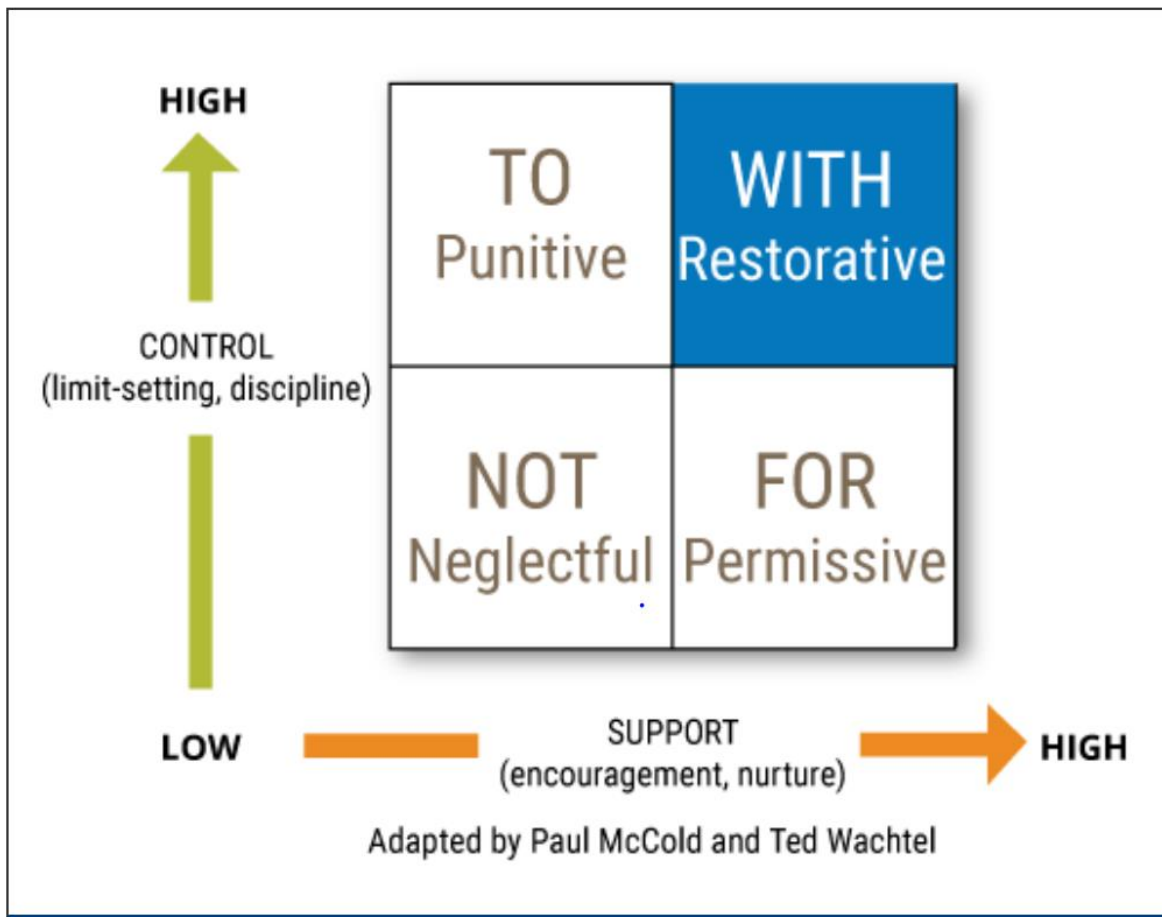
**Date of Policy:**

**June 2022**

Reviewed	Amendments made	Reviewed by	Next review
June 2023	Sep 2022: Reflect language in KCSIE – ‘peer on peer’ to ‘child on child’ Apr 23: To make the policy cover all aspects, we have included ‘bullying’ instead of having an additional anti-bullying policy	RW TB	June 2024
Sept 2023	Include advice for schools from DfE document ‘Searching, Screening and Confiscation’	RW TB	June 2024
October 2023	Switched actions for warning 3 and warning 4	RW	June 2024

At Pinfold Street, we foster a secure and safe learning environment for all our pupils and strive to ensure that they are 'prepared for life.' The policy is written with children's individual learning styles, barriers, SEMH needs, diagnosed conditions and emotional maturity at the the centre.

When looking at conflict, we believe that a **restorative approach** is more beneficial in the long term, as those pupils who have been harmed or those responsible for the harm can all play a part in repairing the damage and growing from it. As the diagram below shows, 'doing to', 'doing nothing' and 'doing for' the child has little benefit, where as 'doing with' provides far better outcomes. This restorative approach also encompasses the needs of the children with difficulties including, but not exclusive to, those with emotional health concerns and special educational needs.



## 1. AIMS

- Provide a consistent approach to behaviour across the school
- To create a community where children are encouraged towards self-discipline and self-reflection
- To prepare our children with the tools to solve conflicts
- To teach our children to self-regulate their behaviours
- To teach children to be considerate and understanding of others and show respect
- To enable effective teaching and learning to take place
- To set high standards of expected behaviour
- To value all children and their contributions
- To ensure all children feel valued
- To raise the self-esteem of pupils

## 2. LEGISLATION, THE LAW AND STATUTORY REQUIREMENTS

This policy is based on research and best practice advice from various sources including the Department for Education on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Walsall Council: Restorative practice, Relationships and Behaviour
- DfE: Getting the simple things right
- Supporting pupils with medical conditions at school
- When the adults change, everything changes
- Section 175 of the Education Act 2002 – duty to safeguard and promote the welfare of pupils
- Sections 88-94 of the Education and Inspections Act 2006 – regulate pupils behaviour, publish a behaviour policy and written statement of behaviour principals
- DfE Guidance – publishing behaviour policy
- Sexual violence and sexual harassment between children in schools and colleges – September 2021
- Advice and guidance from outside agencies

## 3. PRINCIPLES

**Thinking of a child as behaving badly disposes you to think of a punishment.**

**Thinking of a child as struggling to handle something difficult encourages you to help them find solutions.**

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff and school community. **Strong relationships** between staff and pupils are vital. Staff must be fair and consistent with children (taking into consideration individual needs) as this enables pupils to feel safe and valued, which in turn reduces negative behaviours.

Rathmann et. Al 2018, states that when pupils feel safe and supported at school, they are better able to learn. Pupils who do not, are more likely to engage in risky and dangerous behaviours. At Pinfold, we aim to create safe and supportive structures within school, through the following principles:

**Be proactive** – we teach the pupils the expected behaviours and have programmes within school which support SEMH eg. nurture, social communication, Edukit.

**Monitoring** – we monitor pupils’ behaviours, patterns in and out of the classroom and use these to pre-empt future behaviours/incidents. This is carried out by SLT half termly and shared with Governors.

**Relationships** – we are explicit with staff about the importance of building positive relationships with pupils and parents. We actively involve all stakeholders in the behaviour process, where appropriate. Teachers take time to have conversations with each child and we build in a rigorous transition programme which enables teachers to get to know their new class.

**Value** – we strive to ensure that everyone feels valued eg. Morning greeting, deliberate botherdness, allow all pupils to contribute to discussions.

**Learning from Mistakes** – we use mistakes as learning opportunities for our pupils and ensure that they feel safe taking risks. Where appropriate, we use staff CPD sessions to learn from mistakes and use a shared language around behaviours.

**Pre-emptive** – we take a pre-emptive approach to deterring negative behaviours. We listen to our pupils, reduce (as much as possible) barriers, are responsive and swift and tailor the support dependent upon the need of the child.

The table below summarises how a ‘one size fits all’ approach does not always help individual children move forward as they often do not understand their behaviour themselves. Therefore they require guidance and support, rather than punishment in order for them to move forwards.

Our approach is highlighted in blue.

Behaviour model	Punitive/rule based	Consequence based	Relationship based
Behaviour management	Fear	Consequences	Relationships
Children are	Responsible for their actions	Learning	Developing, error prone
Boundaries are to	Indicate right and wrong	Make standards clear	Try to meet everyone’s needs
Rules should be	Enforced without exception	Clearly communicated	Developed together and adapted if needed

Behaviour is something to	Control	Manage	Listen to
Consequences are	Sanctions	Ways to shape behaviour	A last resort, used within a process
Causes of difficulty are	Lack of compliance	Learned poor responses	Mostly in the environment
Solutions lie in	The child	Adjusting consequences	Understanding what the behaviour tells us about the child and their needs
Children who don't manage should be	Excluded	Helped and given intervention	Understood and included
Policy effectiveness is measured by	Compliance	Behaviour change	Well-being

#### 4. PRINCIPLES OF RESTORATIVE PRACTICE

We use the restorative model of behaviour at Pinfold Street. All staff have received training on using positive relationships and scripts to encourage children to take responsibility for their own behaviour by thinking about the cause and consequences of their actions.

This approach is centred on how pupils' behaviour affects not only other people but also themselves. Overtime, it helps children to develop empathy and thinking about others' feelings. It is the opposite of telling children what they have done and how they are going to pay for it. Instead, it is all about working with people, developing relationships, allowing young people to recognise their mistakes/behaviours and how this affects others. In turn, it develops the pupil's self-learning which will allow them to continue to make the right choices long after they have left Pinfold Street and are members of our wider society. This is a process, which takes time, and it is not a quick fix to all negative behaviour in school. However, most studies have found it to be highly effective in reducing negative behaviour over time. Please note that our other school consequences will run alongside this model.

The model is based around four key questions (Appendix 3):

- 1) **What happened?**
- 2) **Who has been affected?**
- 3) **How are you feeling/How do you think the other person is feeling?**
- 4) **What needs to happen next?**

Each teacher and lunchtime supervisor has a set of the question cards available to support them with this process. Cards are also available in each child's classroom to encourage them to solve incidents independently where appropriate.

*Consistency is paramount to this process being successful and becoming embedded.*

## **5. RECOGNITION AND POSITIVE PRAISE**

We believe that the best results are achieved when the emphasis is placed on positivity and praise. Staff should commend pupils' successes and emphasise their potential rather than focussing on their failures. We want pupils to be intrinsically motivated and gain satisfaction from their own achievements.

Praise can be given in both formal and informal ways, in public and in private, to individuals and to groups of children.

Staff use a range of approaches, as deemed appropriate. These include:

- Praise and praise signals
- Communication with parents
- Recognition boards
- For displaying and dispositions of Building Learning Power
- RESPECT assemblies and badges
- Behaviour above and beyond expectations will be rewarded with certificates and shared within the school and family communities
- Headteacher stickers, pencils, wristbands for any above and beyond behaviour

### Recognition Board

All classrooms use recognition boards to recognise positive behaviours and focus on the positives instead of the negative behaviours. The behaviour that is being recognised is changed on a daily basis and each child has the opportunity to have their names written on the board and be recognised. It is of paramount importance that children's names are not removed from the board and that a new behaviour/expectation is selected each day. Eg. Tidy tables, listening carefully, working as part of a group, working independently. The purpose of the board is to promote independence and internal motivation, without the need for extrinsic rewards such as stickers, certificates and badges and that behaviours are rewarded with the teachers' recognition for doing the right thing.

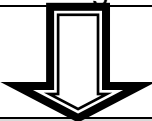
## **6. MORNING GREETING**


We want all pupils to feel that they 'belong' and are 'wanted' in school and are part of our community. Staff greet all children on the door in a morning with a smile. The staff randomly notice something about the child, ask them a question to peak their interest and show them that they care. This helps set a positive tone for the day and helps foster positive relationships with the children.

## 7. BEHAVIOUR REMINDERS

Reminders should be certain and swift and carried out on the same day, where possible. Any reminders given, must be recorded on the log sheets as this data is gathered termly for analysis. This allows for the school to identify patterns or trends and carry out pre-emptive actions or put additional support in place.

Our agreed list of consequences:

Low-level	Consequence/potential action actions to consider	Managed by
Calling out, making silly noises, fidgeting, pushing in the line, making up stories, leaving chair without permission	<ul style="list-style-type: none"> <li>- verbal/non-verbal cues</li> <li>- Use restorative questions/script</li> <li>- Apologies</li> <li>- Encourage desired behaviours</li> <li>- Speak to child in own time</li> <li>- Recorded on log sheet</li> </ul>	Class teacher Support staff
		
Persistent low-level	Consequence/potential action actions to consider	Managed by
<p>As above including:</p> <p>Behaviour continuing after adult intervention/behaviour reminder</p> <p>Showing disrespect, answering back, swearing</p>	<p>As above but in addition:</p> <ul style="list-style-type: none"> <li>- Use of restorative script</li> <li>- 2 behaviour reminders = time out within class</li> <li>- 3 behaviour reminders = partner class</li> <li>- 4 behaviour reminders = loss of playtime</li> </ul> <p>Class teacher must discuss behaviours with parent/carer</p> <p>If persistent or if pupils in danger:</p> <ul style="list-style-type: none"> <li>- Liaise with key workers/nurture team/SLT</li> </ul>	Class teacher Support staff Phase Leaders
<b>At this point, early intervention may be appropriate at this point for pupils who are displaying persistent low-level behaviours or children who are showing persistent behaviours.</b>	<p>Early intervention is vital for pupils who need support to self-regulate their own behaviours. Being pre-emptive and putting in additional support for these pupils can significantly reduce future negative behaviours. At Pinfold, we have a number of actions that we can consider to support children with their SEMH or additional needs.</p> <p>Liaise with the SEMH Lead (CW) Behaviour</p>	Class teachers refer to EY, RW or CW

	<p>Lead (RW) SENDCO (EY) or Safeguarding Team and ensure that everything is recorded on CPOMs.</p> <p>SLT/SEMH Lead/SENDSCO may suggestion one of more of the following:</p> <p><u>Wave 1</u>  5 ways to well-being  Social Stories  Access to Learning Mentor/Key Worker  Worry Boxes  Personalised Behaviour Plan  BLP/Growth Mindset focus</p> <p><u>Wave 2</u>  Social Communication  Nurture  Lego Therapy  Circle of Friends  Boxhall Profile  Edukit  Stormbreak  Fiddle toys  Support plans  Feelings cards/resources  Pre-emptive meetings</p> <p><u>Wave 3</u>  Outside agency support  Nurture Team support  Visual timetable  An agreed reduce timetable (to reduce time spent in distressed state)  Speech and Langauge referral  Educational Psychologist support  1:1 support</p>	
		
Major or significant behaviours	Consequence/potential action actions to consider	Managed by
Violence, bullying, homophobic, racism, absconding from class/school, bullying,	Consider the above, but in addition to: <ul style="list-style-type: none"> <li>- Involvement of SLT/DHT/HT/Safeguarding</li> </ul>	SLT DHT HT Nurture Team



child on child verbal/physical, physical/verbal aggression towards staff and adults (see Anti-bullying policy)	team/Nurture team/Team Teach staff - Parents informed by SLT - Reflective detentions considered – 30 mins, 45 mins, 1 hour - Restorative conversation at an appropriate time  In certain circumstances, fixed term suspensions may apply – see Exclusion Policy	Pastoral Team SG Team
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*All incidents need recording on CPOMs and on the behaviour reminder logs*

### Detentions:

When other behaviour reminders have failed, the behaviour is identified to be significant or if inappropriate behaviour has been reported to the headteacher, a reflective detention may be issued.

Parents are informed in advance of any detentions. Only the Headteacher (or in her absence the Deputy) can issue a detention.

Detentions are always reflective, allowing the child to consider their behaviour and the choices they made. A reflection sheet is completed and shared with the class teacher and parents. The duration of the first detention is 30 minutes, the second is 45 minutes and the third is one hour. If three detentions are issued and serious misbehaviour continues, exclusion will be considered.

Cases being considered for exclusion will be in accordance with guidelines issued by the local authority. (See Suspensions Policy).

## **8. BULLYING**

### **Bullying Definition**

At Pinfold Street Primary School, Pupils know that bullying is never tolerated. We discuss what bullying is, as well as incidents that would not be described as bullying, with all pupils through behaviour conversations, restorative practice conversions, assemblies and PSHE lessons. We agree that:

- Bullying is on purpose/intentional/targetted
- Bullying is hurtful, physically, verbally or mentally (examples: usually physical hurting; name calling; giving unkind looks or leaving people out of activities/games.
- Bullying is usually on-going or more than a one off incident.

## **Types of Bullying**

### Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially larger audience, and more accessories as people forward on content.

### Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. (LGBT)

### Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

## **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E-safety workshops are held to raise parents' awareness of cyberbullying.

Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

### **Responding to Bullying**

All cases of alleged bullying should be reported to the Headteacher or Deputy Headteacher.

In any case of alleged bullying, either the classteacher, the headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The use of the restorative questions (as outlined above) will ensure that the victim and perpetrator get a fair opportunity to speak and the victim can describe how the incident is making them feel. We will agree on a direction of apology based on the conversation and a relevant consequence to the action. All parties should be clear that a repeat of these behaviours will not be acceptable. The restorative approach to this will ensure that the required support for the victim of bullying is addressed.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher or Deputy Head will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive consequences as deemed necessary. Any necessary action should be taken until the bullying has stopped.

The Headteacher or SLT will:

- share the incident with the parents of both the perpetrator and victim
- issue a reflective detention to highlight the severity of bullying and how it is not acceptable at Pinfold Street. We take a no nonsense approach to bullying.

## **9. SEXUAL VIOLENCE AND SEXUAL HARRASSMENT BETWEEN CHILDREN IN SCHOOLS**

**Below is a brief overview of how we will respond to reports of sexual violence and harassment.**

**Please refer to our Safeguarding Policy for more information.**

Sexual violence and harassment can occur between two children of any age and sex. They can also occur through a group of children sexually assaulting or sexually harassing as single child or group of children.

### Definitions of sexual violence

For the purpose of this policy, when we are referring to sexual violence, we are referring to offences under the Sexual Offenders Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that A consents.

**Assault by penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to it and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to it and A does not reasonably believe that B consents.

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to it and A does not reasonably believe that B consents.

### What is consent?

Consent is about having the freedom and capacity to choose. A child under the age of 13 can never consent to any sexual activity; the age of consent is 16 and sexual intercourse without consent is rape.

### What is sexual harassment?

For the purpose of this advice, when referring to sexual harassment, we mean 'unwanted conduct of a sexual nature' that can occur online and offline both inside and outside of school. When we reference it, we do so in the context of child in child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, it can include: sexual comments, telling sexual stories, telling lewd jokes, making sexual remarks about clothing and appearance and calling someone sexualised names, sexual taunting, physical behaviour such as: deliberately brushing against someone, interfering with someone's clothes and/or displaying pictures, photos or drawings of a sexual nature.

Online sexual harassment. This maybe standalone or part of a wider pattern of harassment or violence. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos, sharing of unwanted explicit content, upskirting, sexualised online bullying, unwanted sexual comments and messages and sexual coercion and threats.

#### How do we respond to reports of sexual violence and sexual harassment?

Reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Ultimately, all decisions at Pinfold Street will be made on a case by case basis. The DSL (designated safeguarding lead) will take the leading role and will use their professional judgement, supported by other agencies as required. The DSL will use a risk assessment to help determine which action to take. Pinfold Street will:

- Manage the incident internally – including liaising with parents immediately
- Refer to Early Help
- Refer to Children's Social Care
- Report to the Police

All concerns, decisions and issues raised will be recorded using our systems in school.

## **10. PUPIL SUPPORT**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support for that child.

## **11. PERSONALISED BEHAVIOUR PLANS**

After seeking advice from outside agencies and working alongside the school SENDCO and SLT, it may be necessary for an individual pupil to have their own personalised behaviour plans.

A personalised behaviour plan is a school-based document designed to assist individual students who have either experienced harm, are at risk of harm or have caused harm to others. A personalised behaviour plan helps students and staff to feel safe and valued and caters for the pupils' behavioural needs. Pinfold Street will only use personalised behavioural plans when all other behavioural strategies have been exhausted and specific actions need to be put in place for an individual child. Each personalised support plan is specific to the child and their individual needs.

## **12. THE USE OF 'REASONABLE FORCE' IN SCHOOL - Team Teach**

As outlined in Keeping Children Safe in Education, 2023 – paragraph 163, there are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. Staff act within the law (see appendix 6)

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010. By planning positive and proactive behaviour support, for instance by drawing up individual behaviour plans for more vulnerable children and agreeing them with parents/carers, schools can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

### Team Teach

As a school, we use Team Teach. Team Teach is an award-winning positive handling training scheme, which helps staff support pupils with challenging behaviours. It **teaches**

a range of de-escalation techniques and positive handling techniques, which promote positive relationships in school.

Over 95% of crisis-situations can be resolved through calm, controlled and skilled de-escalation strategies. However, in extreme behaviour cases, and when all other behaviour management strategies have been exhausted, it may be necessary to use a physical intervention. Only trained staff members can use these strategies and only in instances where the pupil's own safety or the safety of other children/staff is in danger. When deploying Team Teach strategies, staff will always operate in pairs and will only use any techniques as a final resort. Staff will risk assess the situation and use handling which is reasonable, proportionate and necessary. As a school, we adhere to the DfE Guidance on the use of reasonable force and all Team Teach is logged, in accordance with best practice.

Trained Team Teach staff:

Emma Yates (Oct 2021)  
Ross Worthington (Oct 2021)  
Mark Steventon (Oct 2021)  
Amy Love (Oct 2021)  
Karen Berry (Oct 2021)  
Joycelynn Ward (Oct 2021)  
Steph Edwards (Oct 2021)  
Kirsty Beck (Oct 2021)  
Gina Williams (Oct 2021)

Daniel DeVine (Jan 2020)  
Oliver Todd (Jan 2020)

### **13. LEARNING MENTOR, BEHAVIOUR SUPPORT WORKER AND NURTURE TEAM**

Children at risk of exclusion will be allocated a key worker. Key Workers will move the child to a quiet area to calm down. Once calm and ready to talk, the key worker will discuss the incident which has upset them or caused them to make the wrong choices. The aim is minimise disruption to others and their learning, give the distressed child 'time out' and the opportunity to discuss/think about their behaviour and the triggers that led to it.

Children can ask to speak to a key worker at any time. Children are provide with a card, which allows them to spend time with their key worker at anytime.

The role of the Learning Mentor (as defined by the DE and EIC):

- Identify and remove barriers to learning
- Set targets, monitor progress and provide guidance for pupils

- Build confidence and self-esteem
- Liaise with families and staff
- Develop a whole school culture
- Manage caseloads, work with Parent Support Worker and families

(For more information, see *Learning Mentor Teacher Information/Referral*)

### The Nurture Team

The Nurture Team are on call all day and will help prevent or deal with incidents. They can be contacted by calling:

Emma Yates on 263

Amy Love on 262

Karen Berry/Joycelynn Ward on 269

Children are supported by a Nurture approach in two ways. They are either part of a Nurture group that runs in the afternoon where trained Nurture members of staff support children and/or they are part of the daily check-ins. Further information about these Nurture approaches can be found in the appendix (Appendix 4 and 5)

### Children's Concerns:

If a child is upset, he/she is encouraged to manage their anger/upset by taking time out and talking to a member of the behaviour team. They must not run out of school or react inappropriately. The Nurture Team can be called to help children deal with their emotions throughout the day. If required they can remove the child to give them extra time and space to be able to self regulate.

Children will be praised for managing potentially disruptive behaviour in this way. They also know they will have the attention of an adult and that their concerns are being listened to.

## **14. REPORTING INCIDENTS**

Most incidents involving unacceptable behaviour will be dealt with by teachers, support staff or lunchtime supervisors. However, in certain circumstances, matters will be reported to a Phase Leader, Assistant Head or the Deputy. Such referrals are followed up as soon as possible and dealt with appropriately.

All incidents must be recorded on CPOMS, including the name of the child, the date(s) and details of the incident (s) and the actions taken. Information about the trigger, incident details, support will also need to be included in the CPOMS log.

Responses to poor behaviour are rigorous but respectful. We do not "name and shame" children nor make public the consequences used. This means that children and



parents/carers do not always see that the matter has been dealt with. To ensure openness and clarity, the Headteacher or Deputy Headteacher, at their discretion, may give a verbal summary to the parents/carers of the ‘victim’ around what actions have been taken.

In the interests of data protection, no information is to be given about individuals, including their names.

## 15. LUNCHTIMES AND PLAYTIMES

The principles of Restorative Practice apply at all times, both within and outside school, during lessons, playtimes and lunchtimes. This allows for consistency. Praise and encouragement, the stating of the expected positive behaviours, remaining calm and quietly spoken when dealing with misbehaviours are always expected. The restorative questions must be used by all staff when dealing with incidents.

Behaviour management techniques of sarcasm, raised voices or ‘angry’ gestures are never used. It is the behaviour that is discussed, not the child. (For instance, we don’t say, “Fred **you** have been naughty”, but “Fred, **taking the ball from the other child** was inappropriate. What happened?”

### Lunchtimes

All of our lunchtime supervisors receive regular bespoke behaviour training in restorative practice to ensure consistency across the school. Staff will use the restorative questions when any incidents arise. Should any negative behaviours need to be addressed; staff will use the following model for support:

Behaviours	Actions/consequences	Managed by
<b>Low level behaviours</b> (EG. name calling, not following instructions)	<ul style="list-style-type: none"> <li>- Use restorative questions</li> <li>- Verbal reminders of expected behaviours</li> </ul>	Lunchtime supervisors
<b>Persistent low level behaviours</b>	As above but may include: <ul style="list-style-type: none"> <li>- A fixed time out from activity</li> <li>- Recognising positive behaviours with lunchtime staff</li> <li>- Support with the behaviours from lunchtime manager</li> </ul>	Lunchtime supervisors Lunchtime manager (RK)
<b>Serious behaviours</b> (EG. rude to staff, violence)	<ul style="list-style-type: none"> <li>- Small playground</li> <li>- Liaise with SLT for support</li> </ul>	Lunchtime manager SLT

Any consequences should be in place on the same day. The safety of all children is paramount.

For more serious misbehaviours, such as violence, homophobic/racist/sexist comments or behaviours, bullying or physical/verbal against staff or pupils, a **lunchtime detention** system operates. Children are either kept in the following lunchtime with a member of SLT. This detention is reflective, where the children are asked to think about their actions by using the restorative questions. The aim of the detention is to ensure that the behaviours are not repeated. If the misdemeanour is repeated, or another serious incident occurs, a second detention is issued. Following this, there is a graduated return to the playground and parents are informed.

## **16. SEARCHING, SCREENING AND CONFISCATION**

School have consulted with the 2022 DfE document on advice for schools regarding this matter.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher has authorized members of the Senior Leadership Team to be able to carry out a search as the headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Any searches will be recorded, including the outcome of the search. Parents should always be informed of any search for a prohibited item and a member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

### Electronic devices

The above searching protocols are to be observed.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or

evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides guidance to support school staff and designated safeguarding leads

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable. In exceptional circumstances, members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State in the following paragraph.

In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence. In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

## **17. BEHAVIOUR IN EYFS**

We promote the development of a sense of right and wrong by teaching children the appropriate way to act and discouraging unacceptable behaviour. The guidelines we follow recognise that learning self-regulation and socially appropriate behaviour is always a developmental process and that by modelling positive behaviour, managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone.

## **Aims of positive behaviour**

- Children become more effective at managing their feelings and behaviour through self-regulation strategies.
- Children can express their emotions effectively
- Children become empathetic towards others.
- Children form respectful relationships.
- Children become more self-confident and self-aware, understanding different feelings.

## **Strategies used:**

- Structured, explorative play – encouraging curiosity.
- Structured group play – social communication.
- Recognising emotional needs – acknowledge them by articulating them e.g. “I understand it is hard for you to stop playing on the bike but now it is someone else’s turn.”
- Teach expectations clearly e.g. kind hands.
- Model how to play in different situations.
- Include opportunities to express feelings such as circle time.

## **Managing difficult behaviour**

- Ask for the behaviour we want in a positive manner – the word ‘naughty’ is never used.
- Reward good behaviour
- Make consequences clear
  1. Children move their name from happy face to sad face on the board and talk to teacher about what behaviour we want to see, teacher to model this behaviour. Children can move their name back to the happy face when they have demonstrated this so they have chance to change their behaviour.
  2. Time out spot to be used, again with conversation.
  3. Contact phase leader.
  4. MMS can be used when children need to regulate. When taking children to MMS, EYFS staff to tell member of SLT what is needed for that child e.g. a 5 minute timer. Children are to take work with them to complete when they are regulated.
- Take note of any triggers
- Talk about feelings
- Be a role model
- Look into SEND criteria
- Review strategies frequently.

***Reviewed by the Governing Body: July 2022***  
***In school review by HT and DHT and shared with Governors: July 2023***  
***Next review: July 2024***

## **APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPALS**

- Every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by all staff and pupils
- The suspensions policy explains that suspensions will only be as a last resort
- Pupils are helped to take responsibility for the actions and reflect on this
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principals is reviewed and approved by Pinfold Street Primary School board of governors every year.

## APPENDIX 2: SCRIPTED RESPONSES TO SUPPORT CONVERSATIONS WITH PUPILS

Staff respond to poor behaviour with deliberate calm. For children that behave incorrectly, staff give them what they don't want: cool, mechanical, emotionless response. Naming and shaming to a child who wants attention is actually 'naming and faming'. Staff avoid confrontation and where possible, reprimand children in private. Staff save all the emotion, passion, enthusiasm and excitement for when it has the most impact – when positive behaviour is above and beyond.

### Scripted Responses – 20 seconds

- 1) I've noticed... Unwanted behaviour
- 2) You need to .... Wanted behaviour
- 3) **Reminder/belief statement**
- 4) Thank you (for the + interaction)      WALK AWAY

If the child shouts out or talks back at any time – pause until they've finished. Then say I have heard what you said, now .... Repeat wanted behaviour

I've noticed that .... (you are playing with your pencil)

You need to...(focus on your work)

**Do you remember when ..... (you completed all your work and became an 'expert?') That is what I need.**

Thank you for..... listening      WALK AWAY

### IF YOU HAVE TO RETURN TO A CHILD FOR CONTINUED BEHAVIOUR

You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen..... If you choose not to do the work, then this will happen. I will leave you to make your decision.

*Accept the response. Then walk away.*

### 3 – Personally deal with behaviour, including with ‘time out’

#### ➤ Maintain own certainty

Sending a pupil to someone else to be ‘dealt with’, tells them that you can’t deal with them.

#### ➤ SMT will supervise, then deal with issue together

#### ➤ Script

“I need to focus on teaching the other children.”

“You can go to .....

“ I will speak to you at break/lunch/after school.”

If you are uncertain as to what to say/angry/frustrated

“I am going to think about this and speak to you later”

## Behaviour Expectations

- Same day sanctions
- Certainty
- No strikes or threats about removal of events – behaviour dealt with immediately

1) I’ve noticed... Unwanted behaviour

2) You need to .... Wanted behaviour

### **3) Reminder/belief statement**

4) Thank you (for the + interaction)      WALK AWAY

If the child shouts out or talks back at any time – pause until they’ve finished. Then say I have heard what you said, now .... Repeat wanted behaviour.



## **APPENDIX 3 – RESTORATIVE QUESTIONS**

### **Script 1 – use in class or on the playground. Use it when you see a child doing something that you do not want them to do**

- 1) Challenge the behaviour: “When I see you doing this...”
- 2) Impact of behaviour on you: “I feel...”
- 3) What we need to move on: “What I need you to do is...”
- 4) Request: “Would you consider/do this?”

**If you only remember one thing, replace WHY with WHAT – What happened instead of why did you do that?**

### **Script 2 – to be used reflectively – when investigating an incident or when an incident has already occurred. All pupils affected by the incident, including the victim and perpetrator must be present.**

Centres around a set of key questions. These help children think about their own behaviour and understand how they can correct it. The questions must be asked to all involved.

- 1) What happened?
- 2) What were you thinking and feeling at the time?
- 3) What have you thought about it since it happened?
- 4) Who has been affected and in what way?
- 5) How could things have been done differently?
- 6) What do you think needs to happen to make things right?

### **Script 3 – This script follows the same principles as above and allows you to gather the same information but in a quicker way.**

- 1) What happened?
- 2) Who has been affected by this? THIS IS THE MOST IMPORTANT PART
- 3) What needs to happen now?

## **APPENDIX 4 – NURTURE TEAM KEY INFORMATION**

### **Nurture Team daily check-ins**

#### **When would a child be considered for daily Nurture check-ins?**

- Safeguarding concerns
- Bereavement
- Family separation or issues
- Social interaction needs
- Not being able to identify who they are or how they feel about themselves/others
- Reassurance that someone is there to listen
- Know that someone is checking in on them make sure they are ok and/or behaving correctly
- Children on behaviour support plans

#### **The aims of Nurture Team check-ins**

- Clear expectation for children
- Explanation for why, when and where something is happening or has changed
- Consistent approach and boundaries
- Encourage children to "Use their words" explain how they are feeling and why, what can we do to help or what the consequence will be for unwanted behaviours
- To offer children two choices and help them make the correct choice, choosing the choice where required
- To follow through with consequences for not following the rules e.g. time on the small playground
- To decrease the number of occasions where Team Teach restraint is required

#### **Daily check-ins**

- Meet children on playground and check they are settled in for the rest of the day. Sensory/settling in break for transition in the hall where needed
- At least 5 check ins during the day. If correction of behaviour or removal is required, Nurture team will address this during the check in.
- If the children on the check in list are not following the school rules call 263 and a member of the Team will come to assist. Sometimes this will be in class sometimes this will be in the Nurture room

- If children are struggling in class, then they can use their time out card to come to the Nurture room for support
- Review check in children at the end of each day to see who has been wobbly, when and why?

### **Reviews and Records**

Every day the Nurture check-ins for each child are completed. The Nurture Team records whether the child is on task or not and any intervention that they have required. This is recorded on the daily check-in sheet for that child and then transferred to the overview sheet where we record how many times they have been on task throughout the day.

All children on the Nurture check-in list are reviewed at least every half term. However if we feel we require a review before the due date we will hold a meeting e.g if a child needs to be withdrawn a lot from lessons or is being reintegrated or has required Team Teach. At the reviews we talk about how each child is doing, their strengths and the next steps required.

For some children where intense intervention is required Boxalls and Behaviour audits are completed. These are then used to then write an individual behaviour support plan for these children. When reviewing the behaviour support plans we will redo the Boxall's and Behaviour audits to record any improvements. If we feel that further intervention is required the SENCO will consider the use of outside agencies (CAMHS, SWING, CADMUS, OT and or Play Therapy)

In addition to this, if a child has reached the point where TEAM Teach restrains are required all members of the Nurture Team are fully trained. Staff will record the incident on CPOMS and then a debrief session will be held to discuss what went well or not, what would we change if anything, the triggers and any patterns that we may see arising. A member of SLT is always present if Team Teach restrains are required. There is also where possible one member of staff, who takes as many notes as possible to aid the debriefing session.

## APPENDIX 5 – NURTURE TEAM STRUCTURE

### Afternoon Nurture Group Sessions

#### Nurture Sessions

- Children are identified for behaviour, home life, bereavement, etc.
- Boxall profiles are completed.
- These are then analysed by Nurture staff. They will use the information gathered on the Boxall profile to assess the children's needs.
- The running time for a Nurture session is 1.5 hours long. This is from 1:30pm until 3pm.
- An afternoon is dedicated to a year group. Nurture Sessions are currently only completed with KS2 children.

#### Each session

- Welcome.
- Discussion of feelings, problems and worries is completed. Feelings fans are used to help children to understand their own emotions.
- Quick ice breaker e.g. game.
- Focus task – discussion of task is done first then we look at the worksheet to be completed as a group. Our expectations are explained and the children and staff will sit collectively to complete the task.
- Snack and drink. Children given the responsibility of handing out drinks and biscuits. Objective – manners and communication with one another. Staff will sit at the table and chat with the children generally.
- Free time – broken down into board games, Lego. This allows the children to focus on their communication skills, team building, social skills and turn taking.
- Relaxation – children lay down on a pillow, blinds are closed. Staff will either help children with their breathing techniques or put on a piece of calming music.
- Evaluation of the afternoon. Discussion with children about the focus task, what went well, what they enjoyed and if there was any problems.

**APPENDIX 6: The law as outlined in the Education and Inspection Act, 2006:  
Section 93 - Power of members of staff to use force**

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

(a) committing any offence,

(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) prejudicing 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.

(2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

(3) The power conferred by subsection (1) may be exercised only where—

(a) the member of the staff and the pupil are on the premises of the school in question, or

(b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

(4) Subsection (1) does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.

(5) The powers conferred by subsection (1) are in addition to any powers exercisable apart from this section and are not to be construed as restricting what may lawfully be done apart from this section.

(6) In this section, “offence” includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence.