

# Behaviour and Relationships Policy



## Our Vision

At Chorlton Park Primary School our vision is to create a learning environment where all pupils feel safe, secure and are able to make the biggest possible contribution towards their own learning and that of others. We believe that good behaviour is the foundation to a successful education and our ethos of respect, kindness, fairness and responsibility will promote positive behaviour and develop successful, responsible citizens for the future.

Chorlton Park Primary School is a Rights Respecting School (Gold), the RRSA ethos underpins the values of our school. The following 6 children's rights are reflected in this Behaviour Policy.



- *Article 2: All children have these rights no matter what!*
- *Article 12: All children have the right to say what they think should happen and be listened to.*
- *Article 19: Children should not be harmed, should be looked after and kept safe*
- *Article 29: Children have the right to become the best that they can be*
- *Article 31: Every child has the right to relax and play*
- *Article 36: All children should be protected from doing things that could harm them*

In consultation with the children, staff, parents and governors at Chorlton Park Primary School we have developed this policy which aims to encourage children to learn, work and play together to maintain this rights respecting ethos.

## Understanding Behaviour

At Chorlton Park we recognise that behaviour can be a form of communication. Negative behaviour may be a sign that a child is suffering harm or has been traumatised by abuse. We also understand that a child may not be able to verbalise these feelings and therefore they may manifest themselves through their behaviour. We will always seek to gain a better understanding about what is happening for a child either by talking to their parents or carers or by providing the child with a safe place to talk or express their feelings. We have a tiered support system for children who are experiencing difficulties. Please see the Mental Health policy for further details. We have also looked at the EEF Guidance Report: "Improving Behaviour in Schools" and considered how we can ensure the key recommendations are implemented.

## Aims of the Policy

The primary aim of our Behaviour Policy is to promote high standards by modelling positive behaviours at all times and in relating behaviours to our values and the children's rights. It is based on a 'Restorative Approach' and is rooted in building strong relationships between pupils and staff and creating a mutually respectful environment.

## We aim to:

- Provide a safe, respectful and caring environment where everyone can learn
- Ensure that all children are treated fairly, shown respect and promote good relationships
- Provide clear guidelines for children, staff and parents of expected levels of behaviour
- Provide a consistent and calm restorative approach in which all adults take responsibility for behaviour and follow up personally
- Help children regulate their emotions and behaviour and be responsible for the consequences of it.
- Ensure that excellent behaviour is a minimum expectation for all.

- Promote respect and consideration for others and for property within school
- Ensure children respect themselves and others, valuing diversity of culture, belief and opinion

## **Roles and Responsibilities**

### ***Head teachers and The Senior Leadership Team will:***

- Review and approve this behaviour policy
- Ensure the school environment encourages positive behaviour
- Ensure that the school values have a high profile around school and that school assemblies focus on how these values can be 'lived'
- Ensure that staff deal effectively with poor behaviour
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children with individual needs that mean they require a bespoke support and do all they can to ensure this is in place for them.
- Regularly celebrate children whose efforts go above and beyond expectations

### ***All staff will:***

- Creating a calm and safe environment for pupils
- Establish and follow class rules with their class
- Implement the behaviour policy consistently
- Model positive behaviours and build relationships
- Praise and reward children who are living up to school's high expectations
- Use restorative approaches when resolving conflict and when responding to inappropriate behaviour
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school rules, values and the children's rights.
- Work in partnership with parents and carers to find a constructive solution to any situation which is causing concern

### ***It is expected that children will:***

- Do their best to "live" our school values in and around school.
- Behave respectfully to others - in a way that keeps others and themselves safe
- Be willing to learn and allow others to learn around them
- Own up to mistakes and learn from them and allow others to make mistakes
- Give opinions in a constructive manner
- Listen to others
- Begin to recognise and regulate their own emotions

### ***Parents/carers will:***

- Work in partnership with school to support their child's positive behaviour.
- Praise and encourage their child's efforts and achievements
- Inform school about any issues at home that might affect a child's behaviour in school, so that it can be dealt with sensitively.
- Support and reinforce the school's rules/values
- Support the school if consequences are applied to their child for inappropriate behaviour.

### ***Local Governors will:***

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## A whole school approach to behaviour

### **Leadership and Management**

- Ensure that the Rights Respecting ethos and our school values underpin our assemblies and curriculum
- Develop clear rules for relationships
- Ensure our curriculum supports children's social and emotional development
- Support our children to understand their emotions and how to respond positively
- Ensure pastoral support is available

### **Ethos and environment**

- Support successful experiences
- Establish and 'live' school values
- Promote the Rights Respecting ethos
- Teach and use 'Zones of Regulation' and 'Think Equal', for children to learn to recognise and regulate their emotions
- Use restorative practices within the classroom to support social and emotional development
- Enable children to be themselves and express beliefs
- Establish an open and non-threatening climate

### **Curriculum teaching and learning**

- Quality teaching across the whole curriculum
- Flexible approaches to teaching, matched to student abilities
- Our PSHE curriculum, 'Jigsaw' and '@Think Equal' underpins our curriculum
- Develop clear rules for relationships
- Plan for and support SEN/EAL pupils

### **Enabling student voice**

- Emphasise children's responsibility through providing choice
- Using Pupil Voice to guide day to day practice in school
- Provide opportunities for children to share their voice and opinions through the many ambassadors

### **Staff Development**

- Ensure all staff have a good understanding of all our strategies
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Demonstrate unconditional care and compassion 'deliberate botheredness'

### **Identifying need and monitor impact**

- Inclusion is high priority
- Interventions are evidence based and rigorously monitored

### **Work with parents and carers**

- Share expectations of behaviour with parents
- Keep parents informed about their child's progress including issues relating to their behaviour
- Support their child's positive behaviour and be ready to discuss their child's behaviour



## Our School Values are:

<p><b>Respect</b> We respect ourselves, one another and our environment. We show respect through the way we behave and the way we treat others. We respect everybody in our school – no matter who they are.</p>	<p><b>Responsibility</b> We take responsibility for ourselves, one another and our learning. We understand that we have a responsibility to our friends in school and are aware that the way we behave, affects them.</p>	<p><b>Resilience</b> We embrace challenge and recognise that through our mistakes, true learning happens. We take risks, we have a go... We don't give up! We are #teamCP</p>
<p><b>Kindness</b> We show kindness to all that we meet, in the way that we treat people, in our class, school, locally and globally. We know that kindness often starts with a smile.</p>	<p><b>Empathy</b> We show empathy to others and try to consider how they feel. We consider how our actions affect others and the world we live in.</p>	<p><b>Fairness</b> We treat others fairly and listen to what people have to say. We treat people equally and without discrimination – we give everybody a fair chance.</p>

## School Rules

All our rules are designed to develop courtesy and respect. They are there to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Our school rules are:

- ❖ **Be Respectful**
- ❖ **Be Kind**
- ❖ **Be Responsible**
- ❖ **Be Safe**

## Restorative Approaches

Restorative practice encourages behaviour that is supportive and respectful. It aims to build community and belonging and support social and emotional development. A restorative school is one which takes a restorative approach to resolving conflict and inappropriate behaviour choices. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. It also supports children to how to act differently next time.

### How does it work?

Following an incident an adult and child will have a 'reflective' conversation, this can be at the point of an incident or during break times. Children are given time to think about what happened, why, reflect on how those harmed might have felt and then how they might do things differently if the situation arose again. This is age-appropriate and is important in helping children understand their behaviours and responses. The conversations are based around the following questions:

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?
- What do you think you need to do to make things right?

Questions to help those harmed by other's actions:

- What did you think when you realised what happened?
- How do you feel about what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

## Personal Development

At Chorlton Park Primary School we aim to develop the whole child through our whole curriculum. This not only means academic development but also personal, social and emotional development. Successes in these areas are often achieved through the 'hidden' curriculum, e.g. the daily interactions between all members of the school community, assemblies and PSHE.

## Our Personal, Social and Emotional Curriculum – 'Jigsaw' and 'Think Equal'

Curriculum time is also dedicated to supporting children in learning about social interactions, relationships, mental health and wellbeing through the teaching of the 'Think Equal' in Early Years and the 'Jigsaw' PSHE scheme in KS1 and KS2. This ensures we meet statutory requirements for PSHE and that issues can be addressed and discussed with children in a structured manner.

### Jigsaw

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Within the Jigsaw scheme of work, the following 'Learning Charter' is discussed with children: This identifies the skills and attitudes that we wish our children to develop. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)



### Think Equal

The Think Equal (SEL) program teaches various critical skills that are instrumental in shaping children's social and emotional growth. These five distant skills can influence their perspective and responses to their environment positively.

**Empathy** is a taught skill to understand conflict and others' emotional points of view, leading to positive, kind behaviours.

**Inclusion and Celebration of Diversity** teaches children the ability to recognize and appreciate the rights, beliefs and differences of others, which leads to a celebration of the uniqueness of everyone, a celebration of their diversity and a greater sense of self-esteem, awareness and understanding of themselves.

**Emotional regulation** is necessary for children to identify and modulate their emotions as they experience and express them. In the classroom children learn boundaries and social cues from the world around them in a familiar, structures and safe environment.





**Decision-making** is widely understood to have been restricted during the pandemic, directly impacting young children.

**Resilience** is the ability to process and adapt to adversities. Positive resilience reinforces healthy self-esteem, adaptability and effective healthy relationships; all taught in the SEL program.

## Zones of Regulation

At Chorlton Park, we recognise the importance of promoting positive mental health and emotional wellbeing to our pupils and their families. Zones of Regulation is an approach to teaching about and talking about behaviour with an emphasis on children learning to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing. It is based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. This method helps the children understand their emotions, sensory needs and thinking patterns. They will learn different strategies to manage their emotions based on which colour zone they are in. Additionally, this will help the children to recognise their own triggers, learn to read facial expressions, develop problem solving skills and become more attuned to how their actions affect other people, resulting in healthy relationships for all.

## The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

## Recognising and rewarding good behaviour and effort

At Chorlton Park we believe that children should be encouraged to behave well and work hard and use a number of rewards to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. We use the following:

- Dojo points
- Certificates for stars of the week
- Lunch time awards
- Praise and non-verbal rewards (thumbs up, smile)
- Showing work to another member of staff (Headteacher)
- Stickers/ Prizes
- Displaying children's work

## Recognising inappropriate behaviour

Our expectation is that everyone in the school community aims to make good behaviour choices at all times. If a child hasn't behaved in a manner consistent with our expectations, they will be given an opportunity to reflect on behaviours and choices. The emphasis is on how and why a pupil has made a choice that has not been positive and not to personalise the behaviour. Inappropriate behaviour choices might be:

- Refusal to obey school rules
- Refusal to work, co-operate or follow instructions
- Continual shouting out, interrupting or talking excessively in lessons distracting or provoking others
- Being disrespectful or inconsiderate towards others
- Using inappropriate language or swearing
- Racism, homophobia or sexism
- Name calling
- Physical aggression
- Destruction of school property or property belonging to others

## Logical consequences for poor behaviour and effort

When a child's behaviour falls below an acceptable standard, a range of consequences will be used. Through working closely and openly with children and their families, it is our aim to resolve behavioural issues at the earliest stage.

### Behaviour consequences ladder EYFS and KS1

Behaviour	Logical consequence
Constantly talking or shouting out during carpet session	<ul style="list-style-type: none"><li>• Reminder of expectation</li><li>• Move carpet position</li><li>• Sit next to adult</li></ul>
Not following instructions	<ul style="list-style-type: none"><li>• Reminder of expectation</li><li>• Sit next to adult</li><li>• Reflection / Sensory area</li></ul>
Speaking disrespectfully to adults or children	<ul style="list-style-type: none"><li>• Reminder of school rules</li><li>• Inform parents</li><li>• Restorative conversation</li></ul>
Swearing	<p>All of the below:</p> <ul style="list-style-type: none"><li>• Contact parents</li><li>• Reflection / Sensory basket</li><li>• Colour monster prompts</li></ul>
Throwing items	<p>All of the below:</p> <ul style="list-style-type: none"><li>• Calming time</li><li>• Tidy up/repair area</li><li>• Reflection / Sensory basket</li></ul>
Destroying property	<p>All of the below:</p> <ul style="list-style-type: none"><li>• Calming time</li><li>• Contact parents</li><li>• Reflection with AHT/SLT</li></ul>
Hurt someone	<p>All of the below:</p> <ul style="list-style-type: none"><li>• Reminder of expectation</li><li>• Restorative conversation</li><li>• Apology (verbal or picture)</li></ul>

## Behaviour consequences ladder KS2

Behaviour	Logical consequence
Constantly talking in class	<ul style="list-style-type: none"> <li>• Reminder of expectation               <ul style="list-style-type: none"> <li>• Move table</li> <li>• Move class for lesson</li> </ul> </li> </ul>
Disrupting others eg: shouting out, tapping on the table, walking around without permission	<ul style="list-style-type: none"> <li>• Reminder of expectation</li> <li>• Reminder of school rules               <ul style="list-style-type: none"> <li>• Reflection</li> </ul> </li> </ul>
Not following instructions	<ul style="list-style-type: none"> <li>• Reminder of expectation</li> <li>• Reminder of school rules               <ul style="list-style-type: none"> <li>• Reflection</li> </ul> </li> </ul>
Stopping learning of others or self	<ul style="list-style-type: none"> <li>• Reminder of expectation               <ul style="list-style-type: none"> <li>• Lost learning</li> </ul> </li> <li>• Reminder of school rules               <ul style="list-style-type: none"> <li>• Reflection</li> </ul> </li> </ul>
Speaking disrespectfully to adults or children	<ul style="list-style-type: none"> <li>• Reminder of school rules               <ul style="list-style-type: none"> <li>• Inform parents</li> </ul> </li> <li>• Restorative conversation</li> </ul>
Swearing	<p>All of the below:</p> <ul style="list-style-type: none"> <li>• Contact parents</li> <li>• Reflection</li> </ul>
Throwing items	<p>All of the below:</p> <ul style="list-style-type: none"> <li>• Calming time</li> <li>• Tidy up/repair area</li> <li>• Reflection</li> </ul>
Destroying property	<p>All of the below:</p> <ul style="list-style-type: none"> <li>• Calming time</li> <li>• Contact parents</li> <li>• Reflection with AHT/SLT</li> <li>• Internal suspension / Time out</li> </ul>
Hurt someone	<p>All of the below:</p> <ul style="list-style-type: none"> <li>• Reflection with AHT/SLT</li> <li>• Restorative conversation</li> <li>• Internal suspension / Time out</li> </ul>
Bullying <small>Zero tolerance</small>	<p>All of the below:</p> <ul style="list-style-type: none"> <li>• Contact parents</li> <li>• Restorative conversation</li> <li>• Reflection</li> </ul>
Being racist, homophobic, sexist or transphobic	<p>All of the below:</p> <ul style="list-style-type: none"> <li>• Reflection with SLT</li> <li>• Restorative conversation</li> <li>• Contact parents</li> </ul>



## **Lunchtime**

The lunchtime rules are the same as at all other points in the day. **The same high level of behaviour is expected at lunchtime.** Children will be supported in making good choices by the lunchtime organisers. They will be spoken to respectfully and speak back respectfully. Lunchtime organisers will record children's behaviours that require consequences and keep teachers informed. The class teacher will be informed at the end of lunchtime with details of any behaviour that has been dealt with and needs communicating to parents. They will reward positive behaviour where appropriate.

## **Dealing with serious incidents**

We have a duty to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones or music players
- Statutory powers to discipline pupils off the school premises when a child is:
  - Wearing school uniform.
  - Travelling to or from school.
  - Taking part in any school-related activity.
  - In any way identifiable as being a pupil at the school
- Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:
  - Could negatively affect the reputation of the school.
  - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
  - Could disrupt the orderly running of the school.
- The headteachers have the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty on schools to make provision to tackle all forms of bullying

**There will be zero tolerance of any form of serious assault on pupils or staff**

## **Suspension**

Suspension is one of the options amongst a range of strategies that the Headteachers (or the Acting Headteacher in their absence) can employ in response to inappropriate behaviour. It will usually be used as a last resort when all other alternatives have been exhausted. The decision to exclude a pupil will be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would pose a serious risk to the education or welfare of the pupil or others in the school.

Suspension will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of the pupil concerned or others in the school.

Unacceptable behaviour which might result in Suspension include:

- Physical assault
- Verbal abuse/threatening behaviour
- Bullying
- Racist abuse/harassment
- Inappropriate behaviour

- Damage to property
- Theft
- Drug related incidents
- Persistent disruptive behaviour

Only the Headteachers (or the Acting Headteacher in their absence) can make the decision to exclude a pupil, and in making that decision he/she will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off the premises which is in breach of the standards of behaviour.

### **Permanent Exclusion**

Permanent exclusions will normally be used only as the final step in a process for dealing with disciplinary offences when a wide range of other strategies has been tried without success. In exceptional circumstances, the Headteachers might consider it appropriate to permanently exclude a pupil:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In making the decision to exclude, the Headteachers will follow the procedures laid out in the guidance produced by the Local Authority and the DfE, and will seek the advice of the Local Authority where necessary. Parents/carers will be informed of the actions taken.

### **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

*In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:*

- Causing disorder
- Hurting themselves or others
- Damaging property

*Incidents of physical restraint must:*

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

### **Physical restraint**

At Chorlton Park we use Team-Teach positive behaviour management strategies which use de-escalation and behaviour strategies as a standard response to challenging behaviour.

- Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

- All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- After an instance of physical intervention, it will be recorded on CPOMS and communicated to parents.
- Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteachers as to what behaviour constitutes for an exclusion.
- When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

## Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Our Anti-Bullying Policy complements key elements of our behaviour policy. However, it should be clearly stated that Chorlton Park Primary School will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear. See our Anti-Bullying Policy for more information.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

## **Cyberbullying**

“Cyberbullying is the use of ICT, particularly mobile phones and the internet, to deliberately upset someone” DCSF 2007. Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously and it can happen on a vast and rapid scale
- The profile of a cyberbully or a target varies – age/size is not an issue
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness/empathy
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be severe

## **Racism and Homophobia**

Like bullying, racism and homophobia can exist in any school. At Chorlton Park both are rare. However, our school is in a multi-cultural community and we have these principles and roles to ensure that racism and homophobia can be quickly stopped. All pupils should know that racism and homophobia are wrong. Pupils should tell any adult if they know of any racism or homophobia in school. All staff take cases of racism and homophobia seriously; they aim to ensure that they are known to be unacceptable. Issues surrounding racism, homophobia and their unacceptable nature are made very clear to all. All racist and homophobic incidents will be dealt with no matter how trivial they may seem to be. If staff are aware of racism or homophobia, they should refer it to the Headteachers directly.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate. Please refer to our child protection and safeguarding policy for more information

## **Links with other policies**

Chorlton Park recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. This policy should be read in conjunction with the following documents:

- Online Safety Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Keeping Children Safe in Education 2023
- Children with Health Needs who Cannot Attend School Policy

## **Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

## Appendix 1

### Restorative Approaches

#### 30 second Consistent Script (Stage 3)

I notice that you are.... poor behaviour

It was the rule about ...rule .....that you broke.

You have chosen to.... Logical consequence

Do you remember last week when you...did something good?

THAT is who I need to see today...Thank you for listening. (Then give the child some take up time)

#### Time-out (Stage 4)

A time out may be initiated by an adult or by a child when that has been worked on.

Child should only be positioned outside a classroom if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

Once a child has calmed down, the child is asked to speak to the teacher away from others

- Boundaries are reset
- Child is asked to reflect on their next step. They are reminded of their previous good conduct / attitude/ learning.
- Child is given a final opportunity to reengage with the learning / follow instructions

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

#### Repair - The restorative meeting (Stage 5)

The meeting can be formal or informal and will be held once events have settled and the child is calm.

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?
- What do you think you need to do to make things right?

#### Pastoral Support (Stage 6)

Children who need additional support to manage their behaviour and emotions will have a bespoke package put in place. This may involve having an individual plan and will be shared with the child and parents.

#### Suspension (Stage 7)

Suspension is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The child will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high