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# Behaviour and Discipline POLICY

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## **Easterside Academy** **Behaviour and Discipline Policy**

At Easterside Academy we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio- economic background.

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

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practice aims to build the Easterside Academy community and to repair and strengthen relationships within this community.

The school embraces Restorative Practice (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

### **1. Aims and Expectations**

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn.
- To reward students for academic achievement, completing and returning homework, being equipped for school and behaving well in lessons.
- To embed the use of Restorative Practices in all aspects of school life.

### **2 The Restorative Approach**

At Easterside Academy, we have high expectations of all of our pupils. We encourage all children to try their best to achieve their goals. It is the responsibility of all staff and pupils to uphold and maintain our school expectations, which all children know and understand. Through regular use of meet and greet; check in's and circle times, we build close class communities where all children feel valued and have a strong sense of belonging.

All staff are trained in the key principles of RP. We understand the importance of modelling positive language and behaviour and we take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and deep connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

For occasions when unwanted behaviours arise, we use restorative approaches as outlined in this policy, to help pupils understand the impact of their actions and

behaviour. This is done through a structured reactive circle in which we guide and teach the children how to make things right.

We believe that by using this restorative approach we are giving pupils the skills to independently make better, more responsible and more informed choices in the future. Children at Easterside Academy are held accountable for their own behaviour choices and they accept and understand challenges by staff and the associated consequences.

### Restorative Practices Philosophy Statement

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

#### 3 Restorative Practices framework will:

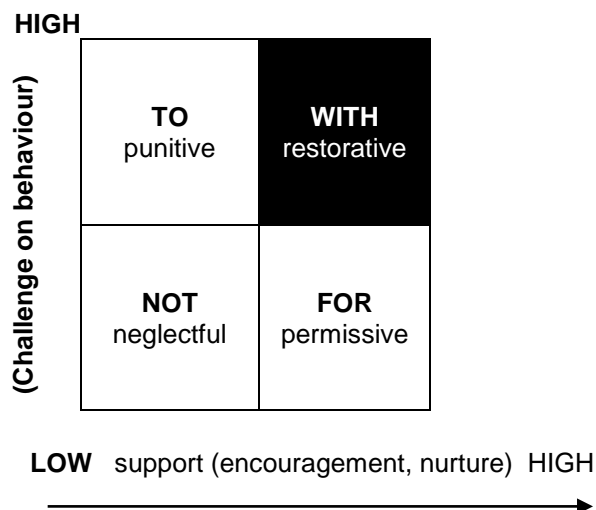
- Improve behaviour and attitudes.
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.
- Improve relationships, establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff,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

There are four key elements of Restorative Practices.

These are:

- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.

#### Social Discipline Window - (Framework for working with children)



Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to all children.

### **The Three Principles of Fair Process**

2. Engagement – involving all participants in the process.
3. Explanation – shared understanding.
4. Expectation Clarity – clear vision for the future.

### **Key Restorative Questions - (for use in reactive circles)**

During the week, if there are any issues or conflict between children or adults they are dealt with in a restorative way, using a structured reactive circle. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. Reactive circles work through the 'Three Principles of Fair Process' and the language used is fair, consistent and respectful. Reactive circles are held in a calm, quiet place and must be led by an objective third party. All staff are trained to lead reactive circles.

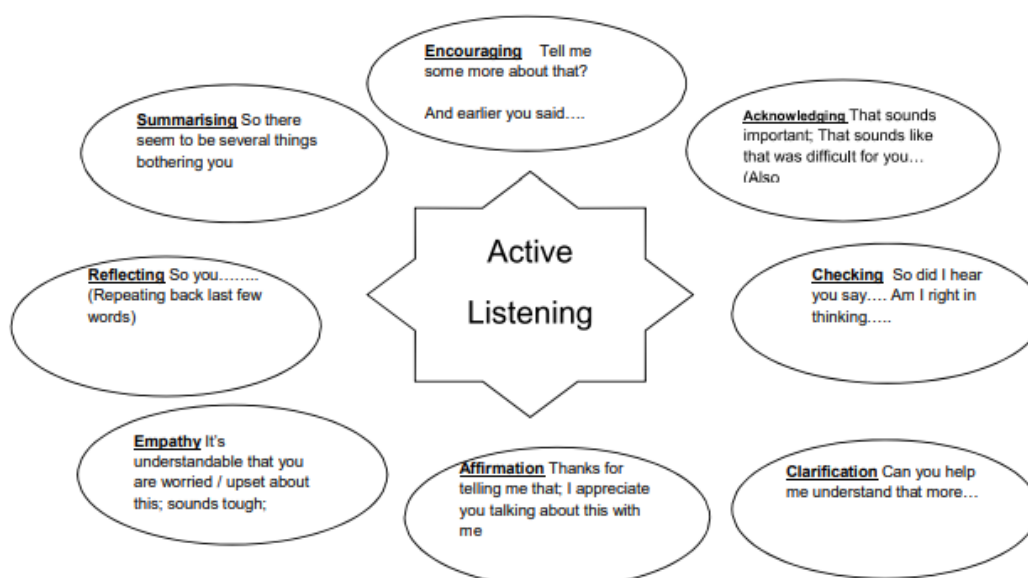
Both the victim and perpetrator attend the reactive circle and the following questions are asked:

1. To help those harmed by others actions:
  - **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
  - **How did you feel at the time?**  
What each person was thinking and feeling at the time, before and since.
  - **What do you think needs to happen to make things right?**  
How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.
2. To respond to challenging behaviour
  - What happened?
  - How did you feel at the time?
  - How has the victim been affected by what you did?
  - What do you think you need to do to make things right?

The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to be accountable for their own behaviour, take responsibility for their actions and fix the situation by making things right with those who have been affected.

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.



Most situations can be dealt with fairly and promptly by using the above questions. If a child continues to misbehave, adults consult with senior leaders to seek additional advice. At this point a consequence may be given following our behaviour flow chart and a 'Team around the Child' (TAC) meeting may be initiated; and / or a Formal - Restorative Practice Meeting put in place for a more serious conflict.

### **The Restorative Approach and the use of Consequences**

When using consequences at Easterside Academy, the child(ren) should always be involved in a restorative conversation and be an active part of deciding upon any consequences. Staff ensure that these conversations are constructive and enable the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of a punishment being done 'to' them.

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 and Space' and / or 'Reflection' can be offered to children before an incident is dealt with.

## **5. Differentiation within a Restorative Approach**

At Easterside Academy, 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 always 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 are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school wherever required. Pupils with low levels of emotional maturity or those with SEND 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 and level. Visual prompts and social stories are used to support this teaching.

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 in-depth knowledge of the child/ren involved to determine how best to implement this approach and who to involve.

It has been found that by using a flexible restorative approach, it can develop: truth telling, responsibility, accountability, empathy, emotional literacy, conflict resolution skills, and a positive learning environment.

## **6. Proactive RP Circles**

Each day begins with a 'meet and greet' at the classroom door. The week then begins with a 'Check In' Circle. During this time classes sit together in a circle and everyone says something about themselves and how they are feeling. This ensures that all classes start the week in a personal way, and allows all children to have a voice and to be heard. Staff intervene and support any child who may share an uncomfortable feeling and further discussion with an adult may be required to ensure that the child is ready to learn.

During the week, classes will check in or check out at different times, as and when appropriate. This may be done in a circle or through an activity. Through our proactive circles, expectations of behaviours are taught and reinforced on a regular basis and this is on-going throughout the year. Each class develops their own class rules for learning, circles and behaviour.

## **7. Restorative Language**

It is important that staff deal with situations in a restorative manner, to establish and develop their own relationships with children. We always aim to separate the deed from the doer and the act from the actor, as integral to Restorative Practice philosophy.

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

### **Possible Statements**

I am sorry that I misunderstood the situation .....

I feel really proud of you when I heard .....

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

I was very disappointed when you did that to .....

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

## **8. Restorative Practice Meeting**

A pupil may be asked to attend a Restorative Practice Meeting if they are having a more serious conflict at school. This is a meeting with everyone involved and would always involve a senior member of staff. The aim of the Conference is to:

- Discuss what is happening
- Look at who has been affected or upset
- Decide how it can be put right
- Find a way forward

- in a way that is fair to everyone –

This allows the school to:

- Hold pupils accountable for their poor behaviour.
- Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs 'put right'.
- Support those displaying poor behaviour to make better choices in the future.

During a conference an agreement is made, this will list actions or promises that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again. Someone within school will make sure that everyone is keeping to the agreement.

Parents/carers may also be invited to attend a conference if it is felt that it would be helpful for their child.

## **9. Rewards and Celebrations**

At Easterside Academy we praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children with positive praise.
- all school staff give children house points – added up and rewarded within own class.
- each week we nominate 2 children from each class to be “Super Student”.
- Each week we nominate 2 children from each class for ‘Hot Choc Friday’ – this rewards those children that have demonstrated that they have gone ‘over and above’.
- each week one child from both KS1 and KS2 are nominated for the Head Teacher award.
- we distribute stickers and certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- we hold weekly achievement assemblies where children’s achievements are celebrated – achievements both within and outside of school.
- awards are given to individuals for improved behaviour.
- awards are given to individuals/classes for exceptional attendance and punctuality.
- Marvellous Me is used in order to send positive ‘badges’ and ‘messages’ home to parents.
- celebrate achievements on our Twitter feed.

The school acknowledges all the efforts and achievements of children, both in and out of school.

## **10. Incidents of Poor Behaviour**

If a child threatens, hurts or bullies another pupil, staff record the incident electronically on CPOMS.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in DFE ‘Use of reasonable force: Advice for headteachers, staff and governing bodies’ (2013). Using this guidance, staff will only intervene physically using positive handling for the following reasons:



- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The actions that we take are in line with government guidelines on the restraint of children. Most staff are trained in “Team Teach” (positive handling).

### **11. The Role of the Care Team**

Easterside Academy still continues to promote the old Every Child Matters Agenda and has built a supportive school support team. This Care team fulfil a crucial role in whole school behaviour management and support the work of the teaching staff. The school has invested considerable resources in order to build a very effective team.

The team consists of three **Pupil Parent Support Officers** (PSA/learning mentor role) and a **Pupil Well-being Leader**.

Parents or carers are informed of these roles on the child’s admission to school.

The Pupil Parent Support Officer plays a pivotal role in coordinating parent enquiries, concerns and complaints with regard to a range of issues including behaviour. The Care Team act as advocates for all pupils and provide them with counselling and mentoring on a needs basis. All pupils know who the staff are and what role they play. They keep records in relation to their work.

The Care Team monitor aspects of the Behaviour Policy. They provide supervision for internal exclusions. They play a leading role in developing meaningful SEN support Plans for pupils with Social, Emotional and Mental Health needs. They support transition and liaise with secondary school staff to ensure effective communication regarding the child’s needs in relation to Key Stage Three. Their key role is to promote inclusion.

### **12. The Role of the Principal**

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

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

The Principal liaises closely with the Care Team and teaching staff regarding all reported serious incidents of misbehaviour.

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

### **13. The Role of Parents/Carers**

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

We explain the school rules on admission, and we expect parents/carers to know these and support them.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

#### **14. Fixed-term and Permanent Exclusions**

Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a pupil, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents or carers how to make any such appeal.

The Principal informs the LA, the Governing Body and the Enquire Learning Trust about any permanent exclusion, and about any fixed-term exclusions.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

The Governing Body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents or carers and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

#### **15. Monitoring and Review**

The Principal monitors the effectiveness of this policy on a regular basis, liaising closely with teachers and the Care Team. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The Care team / senior leaders including the Principal monitor behaviour across the school and hold regular meetings each term.

The Principal keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. This is reported termly to the Enquire Learning Trust as well as governors.

This policy is reviewed every two years. The policy may, however, be reviewed earlier than this if required.

**Principal:** *D. Linacre*

**Date:** July 2019

Please see in school the following supporting documentation:

- Anti-Bullying Policy
- Equality and Inclusion Policy
- Behaviour Flowchart