



Fordcombe Primary School

Whole School Behaviour Policy

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

This is a Level 2 Policy against the Trust Governance Plan.

Review Body:	Local Governing Body
Approved:	February 2023
Next review:	February 2025
Review Period:	3 years

This policy was approved by the LGB for implementation on the date above and supersedes any previous first aid policy.

Fordcombe Church of England Primary School's Vision

Inspiring every child to shine in God's light.

Matthew 5: 14-15

'You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven'.

Each term, we review our Christian Values in our Acts of Worship.

Love

Hope

Honesty

Respect

Forgiveness

Perseverance

Code of Conduct

The Fordcombe Primary School Code of Conduct (Appendix 1) provides an outline of day-to-day whole school expectations. Rewards and consequences are discussed in Appendix 3.

In order to be the best learners that we can be, we are all:

- Kind
- Respectful
- Safe

Positive Behaviour Management

Our primary goal is to ensure the wellbeing and success of all our pupils. All members of the staff team are responsible for the behaviour of pupils and at all times will be fair and consistent, taking in to account individual needs. All members of staff will encourage children to make good learning and behaviour choices throughout the school day, both inside and outside the classroom. All adults will challenge undesirable behaviour as soon as it is seen. All staff have high expectations of children's behaviour and have a variety of sanctions and rewards in place. We take negative behaviours and bullying seriously; actions and consequences for dealing with repeated poor behaviour are outlined in this policy and the Anti-Bullying section of this school policy.

At Fordcombe Church of England Primary School, we promote positive behaviour by having:

- **Consistent respect from the adults:** building positive relationships between staff and pupils.
- **Consistent language:** in all dealings with behaviour, referring back to the rules of being kind, respectful and keeping ourselves and others safe, and our Christian values.
- **Consistent modelling of positive behaviour:** promoting the wellbeing of all and encouraging children to take responsibility for their own actions.
- **Consistent expectations:** being clear, ensuring certainty both in and outside the classroom.
- **Consistent rules:** defined, agreed and understood by all members of staff and all children.
- **Consistent positive reinforcement:** encouraging and celebrating appropriate behaviour.

In the Classroom

Staff will promote positive behaviour by ensuring that all pupils have the opportunity to succeed in their learning. Staff will actively promote a classroom ethos in which children are responsible for their own learning and the learning of others – including ensuring an appropriate level of noise and that children do not disrupt the learning of their classmates.

In addition, staff will adapt lessons, including the use of technology, to enable pupils to access learning in a way that suits them. Active listening will be encouraged and staff will make use of a range of strategies to engage pupils who are struggling with their behaviour. Staff will use circle time, as appropriate, to teach positive behaviour and to discuss ways to improve behaviour.

Pupil voice opportunities are encouraged through the joint setting of class agreements, participation in the Pupil Council, discussions during circle time and Relationships and Health Education lessons and where teachers find it useful, strategies such as class “suggestions” boxes.

The three key points of our policy (to be kind, respectful and to be safe) will be displayed in every classroom and will be regularly discussed during class circle times. In addition, staff and pupils will work together to draw up an agreed set of class agreements each year on what positive behavior looks like in each classroom. This will also be displayed in the classroom using visual prompts.

Rewards

Rewards will focus on attitude to learning rather than attainment. They will seek to promote a ‘Growth Mindset’ and a ‘can do’ attitude towards learning. Children will be praised for effort and the learning strategies used rather than ability. Staff will focus on behaviours such as being willing to have a go and our Christian values of love, hope, honesty, respect forgiveness and perseverance as well as consideration for others and empathy.

Our Celebration Assembly each week will focus on those who have exhibited these Christian values of the school. Pupils will be encouraged to highlight other children in the school that have exhibited positive behavior through the week by giving awards to peers and again linking to our Christian values.

Children may also be rewarded in variety of ways:

- Positive verbal feedback
- ‘Golden’ time
- House Points
- Yellow Playground tickets
- Stickers and stamps on books
- Awards/certificates in Celebration Assembly
- Headteacher’s Awards
- The use of a marble jar or similar for whole class behaviour might result in a treat.

Creating a Positive Learning Environment for Children

We aim to create a positive learning environment to promote good behaviour for learning as well as a calm atmosphere in class and around the school. To do this, the adults will use positive language to reinforce good behaviour choices, with a focus on what children do well to make our school a pleasant place to learn. At Fordcombe, we believe that building good relationships is key to supporting and promoting positive

behaviour. We take the time to get to know the children at Fordcombe individually so that they feel that they are valued and respected members of our school community.

To do this, the staff at Fordcombe may:

- Greet children on the front door with a smile as they enter the school
- Use calm and clear voices when addressing the children
- Give first attention to those children displaying good behaviour
- Recognise on-going good behaviour through a consistent reward system

To do this, the staff at Fordcombe will:

- Never humiliate children for those displaying poor behaviour choices
- Deal with poor behaviour swiftly and discreetly
- Plan effectively for the individual needs of the children
- Keep classrooms tidy and well-resourced
- Around the school, always deal with behaviour, whether positive or negative, rather than walking past.

Consequences

Behaviour that does not meet with the expectations set out in the Code of Conduct and the class agreements will be discussed in terms of the choices that the child has made and the consequences attached to that choice. All classes will display and **use a choices behaviour ladder (Appendix 2)** and children will start each day in the Learning Zone. Consequences for specific behaviour are displayed in the whole school summary that can be seen in Appendix 3. The expectations and consequences are differentiated with regard to the age of the children but the overall ethos and policy must be consistent.

Blanket class punishments are not acceptable at Fordcombe.

If a situation arises where a child is given the consequence of spending time in another classroom

- this will be recorded in the Green Welfare Classroom file
- the class teacher will be informed (if the class teacher was not teaching at the time)
- a reflection form will be completed by the child
- parents will be informed and a copy of the reflection form will accompany an e-mail.

This helps record, monitor and manage the overall behaviour across the school. The child will be spoken to by a member of the pastoral support team if necessary.

Beyond the Classroom

All staff should be familiar with the *Code of Conduct* and it should be consistently applied by members of staff. The school will ensure that all staff are updated on any changes to the behaviour policy and will provide any training as necessary. Communication between staff is key, including between Midday Meals Supervisors and class teachers where issues have arisen at lunch time.

Persistent Behaviour Issues

If specific behaviour issues persist, further consequences might arise in discussion with class teacher and/or the Senior Leadership Team. This might include:

- Time out in another class
- Adapted playtimes from the playground if pupils cannot manage their behavior on the playground.
- The creation of an individual behaviour plans to target specific behaviours.
- Meeting with a member of the Senior Leadership Team.
- When appropriate, children may be issued a behavior report card to track behavior through each day.

Addressing potential bullying behaviour

At Fordcombe Church of England Primary School, bullying is defined as persistent, targeted anti-social behaviour that has a negative effect on an individual or individuals. Bullying is behaviour over a period of time intended to frighten, humiliate, embarrass, insult or damage the confidence or self-esteem of others. We promote the wellbeing and safeguarding of all pupils and do not tolerate bullying of any kind (e.g.: verbal, physical, online, alienation).

Parents have an important role to play in supporting the identification of bullying and we encourage parents to speak to their child's class teacher as early as possible.

We also actively encourage children to seek adult support at the time of the incident by talking to a trusted adult. All adults at school could potentially be a child's trusted adult.

A range of school strategies are implemented to provide opportunities to promote pro-social behaviour and our Christian values in both the real and online world (Appendix 4). Pupils are taught, using varied approaches, to distinguish between anti-social and bullying behavior through the:

- RHE curriculum
- Additional circle time sessions
- Theme weeks/days including Friendship (Anti-bullying) Week
- Computing curriculum (including internet safety)
- Worship
- Zones of Regulation
- Social Behaviour Interventions (such as Circle of Friends or Lego Social Skills)

Fordcombe Primary School is a Christian community. All members of the school community are expected to show respect to all others through their words and actions.

All members of the Fordcombe team understand that:

- Child-on-child abuse can include bullying, sexual harassment or sexual violence, homophobic, transphobic, sexist or racist language or abuse.
- Child-on-child abuse or intimidation of any sort will not be tolerated and all reports will be taken seriously in line with this policy.
- Cyber-bullying is child-on-child abuse that takes place online.

- Any student found to be involved in child-on-child abuse, including bullying can expect to face serious sanctions, including, in extreme cases, suspension and exclusion.
- Parents and guardians of pupils taking part in child-on-child abuse will always be informed. All staff members will listen carefully to concerns raised by parents, children and from other staff regarding bullying behaviours and will act as soon as practicably possible. This will be either in the form of monitoring (notes should be recorded on CPOMS and in the class Welfare file) and the Designated Safeguarding Lead will be informed.

Use of Reasonable Force

The guidance in this section is taken from the DfE "Use of reasonable force" (July 2013)

All members of a school staff have legal powers to use reasonable force. Reasonable force can be used to prevent pupils harming themselves or others, damaging property or causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to Search Pupils Without Consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The school will inform parents where there has been a serious incident involving the use of force and the incident will be recorded. Any complaints about the use of force will be investigated as indicated in the DfE guidance.

Promoting Equality Practices (including Racist Incident Reporting)

It is essential that our children do not show confusion and have misinformation which may result in opinions about other cultures becoming stereotyped. It is a significant part of our school culture to not leave underlying attitudes unchallenged, or to avoid educating children about these issues.

The protected characteristics are that no-one should be discriminated against on the basis of: sex, gender, race including colour, nationality, country or ethnic origin, sexual orientation, religion or belief, disability, age, pregnancy, gender re-assignment or being married or in a civil partnership. We expect all members of the school community to find school a safe and welcoming place. At Fordcombe, we promote inclusion by:

- challenging stereotypes and misconceptions,
- using resources that show a range of family make-ups and backgrounds
- using books and resources originating from around the globe
- being mindful that we live in a country with a wide diaspora and our school community reflects this.

It is not possible to achieve this if any of its members face prejudice or hostility. Therefore, we need to have in place a culture which helps ensure equality of opportunity of education for all children. By having such a culture, we give a clear message to everyone in the school community that discrimination will be challenged and not tolerated.

Practice

School Values:

Fordcombe Church of England Primary School's vision and values promote the celebration of each person as an individual.

Curriculum

Fordcombe Primary School promotes positive representations of all people, faiths and cultures, within our environment, assemblies, texts and contextual planning for learning.

We use the curriculum to teach tolerance and provide opportunities across all subjects to support pupils in valuing cultural diversity and understanding. We are committed to improving cultural awareness across the curriculum and to maximising opportunities both within and outside the classroom to promote greater understanding. We want to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity.

Discrimination Incident Reporting

- All incidents which appear to have appear discriminatory should be reported to the Headteacher or Designated Safeguarding Lead at the earliest opportunity.
- A record will be made of each instance on our safeguarding reporting tool: CPOMs.
- An immediate investigation will be carried out and the victim reassured and listened to.
- It is the responsibility of the Headteacher to inform the Chair of Governors in the Headteacher report.
- All parents will be informed, and appropriate consequences given. These may differ according to the incident and age of the child. Curiosity must be encouraged and the balance investigated appropriately.

The Role of the Class Teacher

The class teacher consistently discusses positive behaviour with the class and individuals, explicitly explaining how this behaviour can be demonstrated by:

- referring to three principles displayed in each classroom (to be kind, to be respected and to be safe) and;
- referring to each class's agreed expectations, agreed by the children at the start of the year and displayed visually in the classroom.

It is the responsibility of the class teacher to monitor, promote and up-hold the values of the school and remind pupils how they can be kind, respectful and safe. This enables effective learning to take place. Class teachers expect excellence from all; aiming high, showing love and respect to staff and each other so that we all flourish in a safe environment. The class teacher treats each child with respect, love and kindness and follows behavior policy consistently and fairly.

The Role of the Pastoral Support Team

The Pastoral Support Team (Learning Mentor, Emotional Literacy Support Assistant and SENCo) meet regularly to discuss issues that might be affecting children's well-being and behaviour at school. Potential support for pupils who are persistently reported as behaviour issues may include, but are not limited to, meetings with the class teacher or Learning Mentor, interventions such as Circle of Friends and Lego Social Skills, the explicit teaching of strategies on how to regulate emotions, or by asking for support from an outside agency such as the local SEN team (via LIFT) or via Early Help or Children's Services.

The Role of the Headteacher

- It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff to put the policy into practice by being actively engaged in the lives of the children at school, and through communication with the teaching team and all adults in the school and by providing professional development when needed.
- Share the Positive Behaviour Policy with parents at least annually. Review aspects of the policy termly with pupils or when needed.
- The Headteacher and Senior Teacher have oversight of all reported serious incidents.
- The Headteacher, or Senior Teacher in their absence, has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, in accordance with the school behaviour policy and Kent County Council Guidelines.
- The Headteacher is responsible for reporting on exclusions to the LGB in the Headteacher report, to the Local Authority and also to ensure that the school policy is administered consistently.

How parents can support the school

- Our school works collaboratively with parents. We invite parents to discuss any matters of concern directly with us by contacting your child's class teacher in the first instance.
- All members of the community should be treated with respect. Intimidating or abusive behavior in school, on-school premises or via social media is not acceptable.

The Role of Governors

- The Governing Body is responsible for ensuring that the school has a Positive Behaviour Policy, that it is reviewed regularly and published for parents to read. This can be found on the school website.
- The Headteacher and Senior Teacher have the day-to-day responsibility for the implementation of the school's Positive Behaviour policy. Governors/The Tenax Trust may give advice to the Headteacher about particular issues, which the Headteacher should consider when making decisions about matters of behaviour.

Exclusions - Suspension (previously fixed-term exclusion) and Permanent Exclusion

In accordance with DfE guidance, Fordcombe C of E Primary School views exclusions as a last resort. Our school community is committed to securing a range of proactive and preventative strategies which enable all children to develop holistically, and in line with our distinctive Christian ethos where the message of the Light of World emphasises our determination to see each child flourish and integrate fully into wider society. We recognise that we are all susceptible to error, but through a consistent approach and parental support; all children, with appropriate guidance, can be encouraged to show pro-social behaviour. In rare circumstances, where our positive behaviour system has been used to its full capacity and extreme anti-social behaviour continues, the use of suspension or exclusion may be necessary as a last resort.

Only the Headteacher, or Senior Teacher in the absence of the Headteacher, has the power to exclude a pupil from school, in accordance with Kent County Council Guidelines. "A suspension is when a pupil is not allowed to attend school for a specific period of time. Pupils can be suspended more than once. Permanent exclusion means the pupil is not allowed to return to their school."

The Headteacher, or Senior Teacher in the absence of the Headteacher, will officially inform the student's parent of the period of the suspension, or that the student will be permanently excluded;

- give the reasons for the suspension or permanent exclusion;
- advise the parent that he or she may make representations about the suspension or permanent exclusion to the governing body;
- the parent how and to whom his or her representations may be made;
- advise the parent of the days on which he or she will be responsible for ensuring the student is not found in a public place;
- if applicable, advise the parent of the latest date by which the governing body must meet to consider the circumstance of the suspension of more than five days in one term either where the parent has requested a meeting or where the suspension would result in the student missing a public examination;
- in the case of a fixed-term suspension, advise the parent of the date and time when the student should return to school;
- advise the parent of any alternative educational provision (which must be provided from the sixth day of any fixed-term suspension);
- if appropriate, advise the parent of the date, time and details of the reintegration interview.

Notification of suspensions and exclusions

Notification of suspensions and exclusions

The Headteacher, or senior teacher in absence of the headteacher, will without delay notify the governing body and the local authority of the details of the suspension or exclusion, including the reason for it in the case of:

- any permanent exclusion (including where a fixed-period suspension is followed by a decision to permanently exclude the student);
- any suspension which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term;
- any suspension or exclusion which would result in the pupil missing a public examination or national curriculum test.

The Governing Body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher. The Governing Body has an appeal panel which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider any permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Fordcombe Primary School follows Kent local authority guidance. A link to this can be found <https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/exclusion-and-reintegration/guidance-on-exclusion>

Monitoring

The Headteacher and Senior Teacher monitor the effectiveness of this policy. As requested they will report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps records of incidents of anti-social behaviour. The class Welfare files contain completed Serious Incident Forms and the incident is referenced on CPOMs. The Welfare files also contain any Behaviour Contracts decided upon by teacher, parents and the Pastoral Support team.

The Headteacher keeps records of any child who is given a suspension, or any child who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of any exclusion, and to ensure that the school policy is administered fairly and consistently.

Appendix 1 - The Fordcombe Church of England Primary School Code of Conduct

In order to be the best learner, we can be, we are:

1. Kind
2. Respectful
3. Safe

In class

- We arrive promptly at the beginning of the school day.
- We take pride in our appearance by wearing the correct school uniform and by wearing the correct PE kit.
- We are kind and respectful at all times to every individual in the school.
- We show respect for all people, property and places.

Outside of class

- At the end of break and lunch time we sit, or stand silently without distracting or talking to anyone on the first bell.
- We walk quietly back into the building, then we walk silently back to our classrooms.
- We go in to Collective Worship in silence and sit quietly.
- We walk quietly and calmly around the school at all times.
- We ask to leave the playground to go to the toilet at playtimes and lunchtimes. EYFS and KS1 children, will always go in pairs, younger children accompanied by an older pupil.
- In the dinner hall, we are sensible and respectful at all times.
- At wet playtimes, we play calmly and sensibly in our classes following class agreed expectations for play.

At all times

- We treat school property with respect and we do not touch property that is not ours.
- We respect others' right to learn and will not disrupt their learning.
- We take responsibility for our own actions and words.
- We are honest and truthful when speaking to one another

Appendix 2

Children will start each session in the 'Ready to Learn'.

Level 1: Check yourself.

- A verbal warning/silent gesture. A reminder to think about negative behaviour. A staff member will remind a pupil to check their behaviour. This could be a silent pre-agreed signal given by the teacher or a whole class reminder.

Level 2: Change your behaviour

This will be a direct reminder of the desired behaviour from a staff member for anything not kind, not respectful or that doesn't keep themselves or others safe. Members of the staff team will talk clearly about the behaviour, always re-framing negative behaviour as a positive reminder. For example:

At Fordcombe, we are kind/respectful/keep others safe. I need you to make the correct choice so that you and the rest of the class can learn. If your behaviour does not change, there will be a consequence.

Pupils will be able to move their names from 'Change your Behaviour' if they are following agreed expectations.

Level 3: Consequence

3 minutes off break with class teacher.

5 minutes off break with class teacher.

If given in the afternoon, consequences might include:

EYFS/KS1: 3 minutes off afternoon play/PDR.

KS2: 10 minutes in parallel class with a Reflection Sheet (Appendix 5).

Time off Golden Time.

At Fordcombe, we're kind/respectful/keep others safe. You have made a poor choice. Because of this, there will be a consequence. I know that you can turn this around. Show me that you can make good choices.

Parents will be informed verbally or by e-mail if a consequence has been given to a child.

Pupils will be able to move their name incrementally from 'Consequence' to 'Ready to Learn' if they are following agreed expectations. However, in this case a consequence will always be given.

If behavior is persistent from a child in a single session, and to the detriment of other pupils learning, a child may be sent to another class for a reflection period of 10 minutes. They will be sent with a reflection sheet (Appendix 5) and asked to complete this before returning to talk to the class teacher.

If a consequence is given during breaktimes (by any member of the teaching team other than the class teacher), it must be communicated to the class teacher as soon as possible.

All children must be given 'take up time' between each step: in most cases, it is not possible to accelerate through each step. If an incident involves violent or aggressive behaviour (either physical or verbal) that teaching staff warrant needs immediate action, pupils will move straight to a consequence. Children will be expected to take full responsibility for their actions. Violence, aggression or disrespect will not be tolerated.

For children who consistently gain consequences, an appropriate strategy will be put in place (such as a behavior plan or Pastoral Support Plan) following discussions with parents, class teacher and a senior teacher.

There may be incidents that are so extreme that it is appropriate to refer the children immediately to the senior leadership team where an Internal Exclusion, Fixed Term Exclusion or Permanent Exclusion may be considered. Each case will be considered on an individual basis following the DfE guidance <https://www.gov.uk/government/publications/school-exclusion>

Playground

All teachers will have the Behaviour Ladder attached to their staff lanyards and will be able to refer to this on the playground when talking to pupils. A consequence on the playground for inappropriate or undesirable behaviour will be time out from play (3 minutes).

All members of the teaching team are responsible for managing behaviour. Take up time will be given for pupils if needed. If a child chooses not to take up a consequence, a further consequence will be given by that member of staff, supported by member of the senior teaching team.

Appendix 3

Consequence Examples

These are examples of when verbal warnings (Check yourself) or a name on the behaviour ladder (Change your behavior) or Consequence may be given. This list is not exhaustive and teachers will use their best judgement in using these consequences.

Verbal Warnings	Potential consequences
Examples include: Out of seat Rocking on chairs Calling out Pushing/shoving in line Not listening/paying attention	Informal, silent gestures: eye contact, a 'look'. Positive praise of nearby child exemplifying good behavior Private reminder to a child Moving a pen/pencil away from a child
Undesirable behaviour includes	Potential consequences
Repeated distraction / disruption / interruptions Inappropriate physical contact Rough play Interferes with others' property Not paying attention to verbal warning Not following instructions Answering back Insulting/name calling	Morning: Child will have 3 minutes (EYFS/KS1); 5 minutes (KS2) of their next break / lunchtime in which they will discuss the situation with the class teacher. Afternoon: EYFS/KS1: 3 minutes off play/PDR. KS2: 10 minutes in parallel class with a Reflection Sheet (Appendix 5). Parents will be informed if a child is sent from class. Pupils will be able to move their names from 'Change your Behaviour' back to 'Learning Zone' if they are following agreed expectations.
Behaviour that will move beyond the behavior ladder includes	Potential consequences
Physical or violent behavior, causing injury Serious damage to property Bullying both physical and verbal, including on-line bullying Racist or homophobic incidents	Child will have 10 minutes of their next breaktime in which they will discuss the situation with the class teacher/senior member of staff. Child will be asked to write an apology letter. Class teacher will log incident on CPOMs. Parents e-mailed / phone call. Pastoral Support Team (Learning Mentor + Home-School Link Worker) informed. Senior leaders will be informed as necessary.

Appendix 4

Practical Strategies for Fordcombe Team members to use in school

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

The Restorative Questions:

What happened?

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

What do you think and feel about that?

What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how?

Older pupils are encouraged to think about the wider implications of who has been affected e.g. families. What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community?

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The pupils consider how they can make appropriate amends with the high expectations of the school community. 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.

When restorative approaches are not appropriate.

In some cases, the behaviour incident might be deemed too serious by the Senior Leadership Team for the restorative approach, for example physical assault, repeated bullying, racist abuse and defiance that risks safety of self or others.

The parents would be informed and sanctions at home and in school agreed. These sanctions could include: school community service; missing play time; in-school exclusion, fixed term or permanent exclusion. They would also involve the introduction of an individual behaviour plan and parent meetings.

Appendix 5

Reflection Sheet

Be kind. Be respectful. Be safe.

Name:

Class:

What happened?

What would have been a better choice?

How can I make things OK?