

BEHAVIOUR, ATTITUDES AND REFLECTION POLICY
Everyone has the right to learn, to be safe and to be treated with respect.

Collierley Primary School



School Policies

Learning & Teaching Policy

BEHAVIOUR, ATTITUDES AND REFLECTION POLICY

Date Reviewed by Staff:	February 2019
Date Reviewed by Governors:	February 2019
Date of Next Review Process:	February 2021

BEHAVIOUR, ATTITUDES AND REFLECTION POLICY

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ACHIEVING GOOD BEHAVIOUR AND ATTITUDES IN SCHOOL

We believe that every child in our school matters and that they have a basic entitlement to be safe and happy at school. We also believe that every child has the right to learn and achieve their full potential in a well-run, orderly school, with good behaviour in every classroom and where pupils' have secure knowledge of how to keep themselves safe and healthy outside of school.

Introduction

- Good behaviour within school is essential if children are to feel safe.
- Good behaviour and attitudes in school is essential if children are able to achieve to the maximum of their ability.
- We encourage a positive atmosphere based on the implementation of Learning Powers throughout the school.
- Children are encouraged to resolve their differences through negotiation and discussion with each other.
- The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves.
- This policy should be read alongside those concerning Anti-bullying, Equality of Opportunity, Race Equality, Special Educational Needs and Attendance.

Rationale

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour. The quality of relationships – both the professional relationships between teachers and the ways in which pupils and teachers treat each other – is of utmost importance. A calm, purposeful and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning. Orderly atmosphere is collective. Communication is very important and all pupils and staff need to know exactly what is expected of them.

Throughout our school we have 3 school rules:

- Be Ready
- Be Responsible
- Be Safe

To help pupils to maintain these rules adults in our school provide:

1. A consistent restorative behaviour positive approach
2. Good classroom management, learning and teaching taking in to account the varying needs of individuals
3. Regular teaching of PSHE and a shared belief that we (pupils and staff) can 'Grow our Intelligence'
4. Effective organisation of the school day and its facilities to take account of behaviour issues
5. Pupils discussing and debating issues in a considered way, showing respect for others' ideas and points of view

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6. Pupils value their education and rarely miss a day at school. Those that do are supported to improve their attendance
7. Embedded on going promotion and teaching of healthy practices and e-safety

We believe that every child and adult has the following right: Everyone has the right to learn, to be safe and to be treated with respect.

Aims

We aim to:

- Always use a restorative approach across the whole school day and by all adults
- Foster harmony, co-operation, tolerance, courtesy and consideration for others
- Encourage development of responsible thought and respect for others as well as property
- Promote the self-esteem and healthy attitudes of all pupils
- Maintain a context conducive to active learning
- Encourage each child to realise his/her own potential
- Support children in understanding their rights and responsibilities as well as being able to fulfil them
- Maintain the safety of pupils and staff
- Ensure that children understand the reasons for and can identify the appropriate behaviour in different contexts, playground, assembly, moving around school inside as well as outside, educational visits
- Ensure that we have good communication with parents and work in unison to support children where appropriate

Objectives:

Pupils should have the opportunity to:

- Be taught what behaviour is expected and what is unacceptable and be supported to address issues of behaviour through a restorative approach to behaviour management
- Be shown respect and have their opinions listened to, valued and taken account of
- Develop self-discipline
- Develop their self-worth through success and the carrying out of responsibilities
- Work in an orderly, caring and supportive atmosphere, where effective learning can take place
- Be treated consistently, fairly and equally by teaching and non-teaching staff
- Experience praise and reward for positive achievements and understand the consequences of inappropriate behaviour

GUIDANCE FOR STAFF

Staff (teaching and non-teaching) should always be seen to be fair and consistent when dealing with children. A restorative approach to addressing issues of poor behaviour is used at all times by all adults in school. As far as possible, good behaviour should be

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developed through a system of praise and positive rewards. We seek to express in our own behaviour the British values which shape the life of our school.

It is important to create an interesting and attractive classroom environment where children's work is well displayed. In this way children know that their work is valued. A well organised class and lessons which are well prepared and enthusiastically delivered and where pupils are aware of the lesson purpose and what is expected of them, all help to secure good standards of behaviour.

Staff should:

- Develop good relationships with all pupils and know all children in their own class as individuals, i.e. know their names, personalities, interests, friends and family
- Keep pupils interested and minimise opportunities for disruption. This means thinking about classroom layout, grouping of children, matching work to ability, pacing lessons and being enthusiastic and creating a positive classroom atmosphere
- Ensure an orderly entry and exit to school and to classrooms
- Get lessons started and pupils settled promptly
- Be flexible in order to take advantage of unexpected events
- Continually "scan" the behaviour of the class
- Be aware of their own behaviour, e.g. tone of voice or stance
- Model standards expected from pupils, e.g. courtesy, respect, forgiveness
- Treat pupils as they would wish to be treated themselves
- Emphasise the positive by praising good behaviour and good work
- Make the rules for classroom behaviour clear to pupils and explain why they are necessary
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands wherever possible, being fair and consistent and avoiding sarcasm and idle threats
- Make sparing and consistent use of punishments. This includes avoiding whole group punishment (which children see as unfair). It also means avoiding punishments which humiliate children, for example, by belittling them, as this breeds resentment
- Analyse their own classroom management performance and learn from it
- Be a reflective practitioner and constantly aim to improve their own practice
- All staff (teaching and non-teaching) have a responsibility for managing behaviour of pupils when they are not under the direct supervision of their own class teacher

RATIONALE

We believe in the need for all to be treated fairly and therefore utilise a Restorative Approach to addressing inappropriate behaviour. We seek to model in the way we treat pupils and one another the values of fairness, compassion, forgiveness and respect upon which our school life is founded. We attempt to make the climate of our school a positive one based on firm insistence on high standards of behaviour at all

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times. It is important that the appearance of the school premises and the attitudes and management styles of our staff are seen by the pupils to reflect a sense of collective responsibility and purpose. The school provides a welcoming and caring atmosphere.

We intend to ensure that the curriculum is well planned with high standards of teaching and learning which offer stimulating and suitable differentiated programmes of study to cover the full ability range of our children. Our pupils are challenged and expected to use their initiative and accept responsibility.

Our staff accept that discipline and behaviour are affected by the quality of teaching and learning as well as by teachers' expectations. We also recognise that the physical environment of the school plays an important part in behaviour and are making attempts to involve the children in improving the school building and grounds so as to establish a sense of pride and ownership.

We believe the issue of behaviour management depends essentially upon the quality of relationships. We find that where teachers treat each other and their pupils with courtesy, respect their ideas, value their individuality and listen carefully to what they have to say, then pupils are more likely to respect their teachers, to behave sensibly and considerately themselves and are also more ready to respond positively.

Our school encourages links with parents. Parental support is expected to be of a high standard due to the level of communication and involvement which we attempt to maintain with them.

The school also appreciates the support of other agencies such as the Psychological, Pupil Care, Education Welfare, Advisory Services and police. We co-operate with them on a regular basis and receive invaluable help from them in our attempts to serve our pupils.

Staff are encouraged to recognise and reward good behaviour with praise and privileges. These vary according to the age and ability of the pupils. Consequences for inappropriate behaviour are agreed following a Restorative Approach ensuring that the voice of the victim as well as perpetrator is heard. Consequences must be defensible and applied with flexibility, distinguishing between minor and more serious misdemeanours. Sanctions must be fairly and consistently applied.

Serious incidents of misbehaviour are recorded by the appropriate member of staff using CPOMS with the headteacher alerted of all incidents with the relevant investigation and actions.

We make a determined effort to keep a balance between rewards and sanctions. We recognise that an atmosphere of praise and encouragement is even more important for less well-behaved pupils – but it is essential for all. We actively aim to identify, encourage and reward examples of achievement.

We do this through our school house system and weekly assembly where achievement – both inside and outside of school is recognised and rewarded.

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There is an established framework of general routines to which ALL staff and pupils should subscribe in addition to well defined boundaries of behaviour understood by both staff and pupils.

Pupils and parents are made aware of the school's 'Code of Conduct' prior to entry to our school, via the school website. The code shall have a high profile in classrooms and will be positively and frequently promoted.

Governors too have an important role in helping to uphold and express the British values which shape our school. In supporting and offering challenge to the school to account they should always be asking to what degree the school embodies the values it seeks to promote. They should always have in mind the well-being and personal development not only of pupils, but also of staff.

CODE OF CONDUCT

Our Code of Conduct is relevant to every person in our school community – children, staff, parents, helpers, governors, visitors.

Our basic rule is to seek to treat others the way we would like to be treated ourselves.

To ensure the safety of all we:-

- Walk around the building sensibly and quietly
- Enter and leave rooms, halls and the building, in a sensible, calm manner
- Take responsibility for the attractiveness of our building
- Take responsibility for our own and for our school property
- Listen to and follow instructions carefully

To ensure a happy atmosphere in school we:-

- Understand the need to take responsibility for our own actions
- Do not interfere with other pupils activities or work
- Do not retaliate in a physical way to any wrong-doing, but immediately, report it to an adult
- Are helpful, polite and courteous to others
- Give particular care to anyone who is hurt or upset
- Think before speaking in an unkind manner
- Never knowingly upset or hurt anyone
- Show particular care to anyone new in school
- Always tell an adult if anyone is behaving dangerously, unkindly or thoughtlessly

To help achieve maximum potential in school we:-

- Listen carefully, being quiet and respectful
- Attempt all tasks with enthusiasm, with the knowledge that mistakes are a way of learning.
- Ask for adult help if we do not understand
- Learn to work individually, co-operatively in pairs, in a group or as a class

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- Learn to be responsible for organising and managing aspects of our work, resources, classroom and school.

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Code of Conduct for Pupils: Junior Version
Be Ready: Be Responsible: Be Safe

1. I will make the most of my time at Collierley Primary School and allow others to do the same.
2. I will work to the best of my ability in all areas of school life and come prepared for lessons.
3. I will be polite and behave thoughtfully towards others, making new pupils, staff and visitors feel welcome.
4. I will be honest when asked about anything I have done, or am alleged to have done.
5. I will be kind and helpful towards others.
6. I will speak to an adult if I see or hear anything which upsets me.
7. I will help to keep our school clean and tidy and will not cause deliberate damage to school property.
8. I will try to look smart by wearing the school uniform and not wearing any jewellery apart from a watch. I will also have a sensible and smart hairstyle.
9. I will do my best at homework tasks and hand it in on time.
10. On school visits I will act in a way which brings credit to our school.

Signed:

Date:

Remember that no one has the right to bully you – this includes deliberate pushing, hitting, threatening, racial abuse or anything that causes you distress. All such matters are to be reported to a member of staff immediately. Everyone has the right to complain about any upsetting incident. All such complaints will be treated seriously and investigation/action taken.

Code of Conduct for Pupils: KS1 Version

Be Ready: Be Responsible: Be Safe

1. I will try my best at school and let others do the same.
2. I will work hard and come each day ready for my lessons.
3. I will treat others the way I would like to be treated and welcome new people.
4. I will tell the truth when asked about things.
5. I will be kind and helpful towards others.
6. I will tell someone if I am upset.
7. I will help to keep our school clean and will not choose to damage anything.
8. I will try hard to look smart in my school uniform and not to wear jewellery apart a watch.
9. When on a visit with my school, I will act in a way which makes me and my teacher feel proud.

Signed:

Date:

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Behaviour Management Guidelines – Key Stage One and Two

REWARDS

- Each pupil, upon entering our school, is allocated to one of four houses. Children are awarded merit points for commendable behaviour which can be academic effort, achievement, progress, sporting prowess, success in some out-of-school activity, courtesy or helpfulness. The points are recorded for termly competition.
- Above and Beyond is the focus of behaviour – we are always looking for children that go above the expected standard and offer praise for these children.
- Recognition is given to success of differing kinds e.g. sporting activities, dancing, guides, scouts etc. during Achievement Assemblies.
- Praise can also be written. When praise is given it is centred on the effort applied making it clear what the child has done well.
- The Head Teacher and Leading Learning and Teaching Team welcome the opportunity to praise individuals for pieces of good work if these are brought to their notice. Children can be sent for a Head Teacher Award for personal academic and/or social achievement.
- Our Display Policy is also a potential means of praise and encouragement. We should make every attempt to demonstrate our appreciation of our children's efforts.
- Above all, praise and encouragement in lessons should be used as much as possible.
- Negative behaviour is given very little 'air time'. When this occurs it is dealt with in a quiet manner with the child at the end of the lesson. The focus is maintained on the children that go above and beyond with their behaviour.

Academic achievement is rewarded by:

- Awarding certificates in the whole school assembly (KS1 and KS2)
- Telling parents or carers how well behaved and hardworking their children are
- Termly reports
- Postcards home
- Posting achievements on social media

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Praise in the Classroom Context

Praise is an easy strategy to use and is the one most likely to influence your child's behaviour. However for it to show the child that you value what they are doing it must be given meaningfully and focus on the effort applied. It also gives you the opportunity to influence by focussing on the positive and the desirable.

The guiding principles are:

Look for instances where children keep the rules and let them know that you appreciate their efforts.

- Praise good effort and behaviour,
- Praise the learning power which the child is using
- Be behaviour specific, e.g. 'I like the way you are getting on quietly with your work'.
- Praise has a ripple effect – it conveys your expectations to the class.
- Praise offers models and examples for children to follow.
- The merit point system is a useful vehicle for praise when used judiciously.
- Remember, praise and positive approaches can reduce bad behaviour – but cannot eliminate it.
- Children will test the boundaries. We need to be vigilant and prompt to confirm what is acceptable.

It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves. This is best achieved by the manner in which teachers run their classrooms and research has highlighted some guiding principles in promoting effective behaviour management:

- Good classroom management
- Lessons which are well organised and delivered
- Lessons which maintain pupil interest
- A stimulating and positive classroom environment
- Enthusiasm and humour shown by the teacher
- Teachers' flexibility and understanding of the problems faced by individual children (e.g. family situation) or how other factors (e.g. weather) may affect their plans.

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Lunchtime Behaviour Management

This is the same as for every other time of the day. It is essential that all school policies are consistently applied across the whole school day by every member of staff.

Relationships, mutual respect and care & consideration for all are a key to success.

However, there may be times when children do behave inappropriately at lunchtime.

When this happens the same restorative approach is used as is during the rest of the school day.

During lunchtime, as well as a range of outdoor activities available to the children, they can also access the indoor lunchtime club. Within this setting, children can eat their lunch in a smaller nurturing environment where they can also access a range of games and craft activities focussed on supporting children to nurture positive relationships.

If the child regularly displays poor behaviour they will be have to attend the lunchtime club. If poor behaviour continues, the school reserves the right to exclude the child over the lunchtime period for a set period.

If any child receives a bump to the head, or any other injury at lunchtime or other playtimes and receives treatment of any kind, then an accident form is given to the child to take home, which explains to the parents what has happened to the child and what action/treatment has been taken to help. All bumps to the head are followed up with a phone call home.

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CONSEQUENCES

An essential part of our behaviour management lies in the fact that all pupils are involved in the agreement of consequences for unacceptable or inappropriate behaviour. Consequences are never *given* to a child without a restorative conversations, but are agreed together. However, at times it may be necessary to inform the child that because of ... you feel that ... is not an appropriate consequence but ...is.

Within school we always deal with children in a calm way.
We DO NOT shout at children or use an intimidating stance

To support our children outdoors we give the following guidance, which is reviewed regularly with the children:

Respecting Rights

The school has a rights respecting ethos. We promote the UN Convention Rights of a Child:

- We have the right to be happy.
- We have the right to be safe.
- We have the right to play and relax (Article 31)

Therefore to respect this right for all children must follow instructions, use equipment without hurting others and have fun.

ONE OPAL STRIKE WILL BE RECEIVED IF:

1. You do not follow instructions given to you from an adult.
2. You purposely seek to stop others from having fun for example - take equipment out of an area and put it into another area whilst someone else is using it.
3. You purposely hurt others.
4. You inappropriately throw items of equipment.
5. You purposely damage structures made by other people.

Three OPaL strikes in a 3 week period means that you miss OPaL for one week.

ALL OPAL STRIKES WILL BE GIVEN TO PUPILS BY A MEMBER OF THE LLTT.

We have organised our behaviour consequences into four stages. Generally, children will stay on Stage 1.

Within Stage 1, there are several points – with the final result of a restorative approach conversation between teacher and child during playtime or lunchtime and an agreement on a possible consequence given to the child. This is the ultimate punishment within this stage. However, there are times when children need greater support with regard to their behaviour and times when, if inappropriate behaviour is serious enough, the child will be referred directly to the Headteacher who will contact parents this is necessary.

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The following is a summary of our Stage Procedures:-

Stage 1 – (most children will move no further than this stage.)

1. 'The Look', close proximity standing
2. Verbal warning and a reinforcement of the direction.
3. A warning given to the child. Child to be moved away from the problem within the classroom.
4. A warning given and the child goes to another class for a short period of time via the main school office with a note explaining why they have been removed from the class (to be escorted by a member of the office team). After a short period of time, they then return to class, have a restorative conversation with the class teacher to get them back on track and resume their work. There may have been a consequence for the behaviour agreed such as missing playtime.

* In the case of a serious incident, there may be occasions when a child is sent immediately to the office with a note of explanation, but the follow up note will follow and form the basis of a letter home.

Stage 2

- A behaviour-report card is set up in discussion between pupil, teacher and parent. This is used for two weeks to monitor behaviour difficulties. This involves the pupil meeting with a member of the LLTT after each lesson to keep them on track and reinforce good behaviour.
- If this proves successful over the two weeks then they go back to being on the basic procedures. If after two weeks there has been no change to the pupil's behaviour then they move on to Stage 3.

Stage 3

- A meeting is arranged between parents, teacher and pupil to discuss the problems. The teacher can draw upon evidence from CPOMS and the behaviour report card. A record of this meeting is made on CPOMS. During this meeting a plan of action to support the child should be drawn up. This should take place over two weeks and at the end of the two weeks a further meeting should be held to discuss progress.
- As part of this discussion an Action Plan is agreed (which may need to form part of a Support Plan) with regard to behaviour and recorded on CPOMS by the class teacher.

If the action is successful then the child reverts to Stage 2 support.

If the action was not successful but other ways ahead are identified then these can be planned for.

If there is no clear way ahead and the behaviour is deteriorating rapidly and affecting the learning environment in the classroom then the pupil must move to Stage 4.

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Stage 4

- Teacher has a meeting with head teacher to discuss difficulties with pupil and the action taken so far is discussed.
- A meeting is held between head teacher, class teacher, pupil and parents. Child is put onto a behaviour record book to support pupil with particular difficulties. A weekly meeting is arranged to review progress.

If the action has been successful then the child reverts to Stage 3.

If the action is unsuccessful but alternative ways ahead are identified (possibly involving outside agencies) then these are planned for in the usual way and a meeting is held to review progress. An Action Plan involving outside agencies will be drawn up at this point.

If the action is unsuccessful and the school feels that there is no more that the school can do then the situation will be discussed with parents and alternative provision will be considered.

The school will not accept inappropriate behaviour towards any child. Bullying incidents are dealt with swiftly. If a child exhibits behaviour which is seen by staff as being dangerous to either themselves or others, or behaviour which is making it difficult for the school to function in the normal way, there may be occasions to positively handle the child. Staff in school have been trained in the TeamTeach method of positive handling.

The school reserves the right to exclude any child for inappropriate behaviour at any time. Where a pupil is given an exclusion for 6 consecutive days or longer, the school has a duty to arrange suitable full-time educational provision from and including the 6th school day of the exclusion. The school has agreed arrangements in place to meet this requirement.

Using the right level of consequence:

In our school, applying consistent and fair consequences is informed by considering the following factors, the level (or severity) of the negative behavior, the frequency (or context) in which it occurs and the child's ability to reflect on the behaviour through a restorative conversation.

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If it comes necessary for a child to be restrained for their safety or that of others, this will only ever be a last resort and will be carried out by a member of staff using the TEAM TEACH methods which they are trained to administer.

Exclusions

- Exclusion guidance is based upon current Durham County Council <https://www.durham.gov.uk/schoolexclusion> and DCSF guidance and current legislation, which sets out responsibility of Headteachers, governing body and the LA.
- Exclusions will not be used if there is an alternative solution available. (e.g. internal reflection and review time, managed move – managed by the LA.)
- Only the Head teacher has the power to exclude and will notify carers/parents by phone and letter.
- Detailed records of incidents are kept and exclusions reviewed by the governing body.
- Exclusions will only be used for serious breaches of school policy. E.g.
 - Verbal abuse.
 - Violent or threatening behaviour.
 - Persistent, defiant, disruptive behaviour.
 - Bullying.
 - Racist or homophobic abuse.
 - Prejudiced related incidents.
- As soon as the pupil is excluded the school will provide appropriate work to be collected by the carer/parent and returned for marking.
- If a pupil is at risk from permanent exclusion a pastoral support programme will be implemented (see appendix b – page 9, for example).

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term exclusions, or as a result of a very serious one off offence.

Working with other Agencies

Support agencies can be asked to contribute help, e.g.,

- The Police.
- The Social Services Department may shed light on some difficulties being faced with the family background.
- The Behaviour Support Service.
 - Educational Psychologist.

The pupil him/herself may also contribute to his/her own self-assessment. Through this self-assessment and discussion, the pupils should be encouraged to think positively about his/her work and behaviour. Learning may become more meaningful and manageable and hopefully their self-esteem will be raised.

As a last resort, the pupils may need to be excluded from school, in which case the Headteacher will follow the LA guidelines.

Parents and carers

Parents and carers can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school

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rules with their child, emphasising that they support the rules.

Attending parents' evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

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As a school we have use Restorative Approaches.

What are Restorative Approaches?

The 'unique selling point' of a restorative approach is that it offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. The approach is much more than a 'behaviour management tool'. In isolation, used as such, it will not be very effective.

By working restoratively we ensure that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour.

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

This learning framework can be used in a wide range of contexts:

- A one way conversation, with one person listening and asking questions and the other talking;
- A two-way conversation, with both people taking turns to ask and answer questions;
- A small meeting when one impartial person - a facilitator - poses questions to two people who have
- had a difficulty, or where harm has been done, and who want to repair their relationship;
- A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an
- important role to play (sometimes called a 'Restorative Conference');
- A facilitated circle involving part or all of a class, a staff team or a community group.

What is being restored?

This depends on the context and on the needs of those involved. What is being restored is often something *between* the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;

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- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

However, something may also be restored *within* an individual – for example:

- Sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).

What are the key elements of Restorative Approaches?

Restorative Approaches are *value-based* and *needs-led*. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Restorative Approaches build upon the basic principles and values of humanistic psychology:

- Genuineness - honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding – being able to understand another's experience.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Why are Restorative Approaches helpful?

Staff, children and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate;
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach;

Better relationships amongst children and staff;

- People being more honest and willing to accept responsibility;
- People feeling more supported when things go wrong;
- A calmer, quieter and more productive learning environment.

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APPENDIX B

~Individual Pupil Support Plan – for pupils at risk of exclusion~

Name:	Example Document	Current Year	
Date:		Group:	

Pertinent background information (if relevant):
Confidential~

Behaviours in need of support			
a. Target Behaviours (rank in priority)		b. Known warning signs of impending behaviour	
No. 1		No. 1	
No. 2		No. 2	
No. 3		No. 3	
No. 4		No. 4	
No. 5		No. 5	

Behaviours in need of support			
c. Known triggers of impending behaviour		d. Preventative strategies and techniques (to implement in response to or in anticipation of known triggers)	
No. 1		No. 1	
No. 2		No. 2	
No. 3		No. 3	
No. 4		No. 4	
No. 5		No. 5	
No. 6		No. 6	
No 7			

Proactive strategies and techniques
--

BEHAVIOUR, ATTITUDES AND REFLECTION POLICY

Everyone has the right to learn, to be safe and to be treated with respect.

Before school	In the classroom
a) Target Behaviours	a) Target Behaviours
b) Strategies	b) Strategies
Who is responsible for implementation?	Who is responsible for implementation?

Proactive strategies and techniques	
At assemblies	Maths
c) Target Behaviours	c) Target Behaviours
d) Strategies	d) Strategies
Who is responsible for implementation?	Who is responsible for implementation?

Proactive strategies and techniques	
Playtime and lunchtime	Literacy
e) Target Behaviours	e) Target Behaviours
f) Strategies	f) Strategies
Who is responsible for implementation?	Who is responsible for implementation?

Proactive strategies and techniques	
Reading	Trips/Visitors
g) Target Behaviours	g) Target Behaviours
h) Strategies	h) Strategies
Who is responsible for implementation?	Who is responsible for implementation?

Proactive strategies and techniques	
At Home	Online, social media, gaming and films
i) Target Behaviours	i) Target Behaviours
j) Strategies	j) Strategies
Who is responsible for implementation?	Who is responsible for implementation?

BEHAVIOUR, ATTITUDES AND REFLECTION POLICY
Everyone has the right to learn, to be safe and to be treated with respect.

Proactive strategies and techniques	
Sleep	Other
k) Target Behaviours	k) Target Behaviours
l) Strategies	l) Strategies
Who is responsible for implementation?	Who is responsible for implementation?

GOOD BEHAVIOUR RECOGNITION
a) What works to promote good behaviour for this child?
b) How will we know if the recognition is successful?
c) Who is responsible for providing good behaviour recognition?
d) When and how often is behaviour recorded?

CONSEQUENCES
a) List of consequences
b) Who is responsible for giving consequences?
c) When and how often are incidents of poor behaviour recorded?

CRISIS PLAN - 1	CRISIS PLAN - 2
Behaviours	Behaviours
Actions	Actions
Who is responsible?	Who is responsible?

CRISIS PLAN - 3	CRISIS PLAN - 4
Behaviours	Behaviours
Actions	Actions
Who is responsible?	Who is responsible?

BEHAVIOUR, ATTITUDES AND REFLECTION POLICY
Everyone has the right to learn, to be safe and to be treated with respect.

CRISIS PLAN - 5	CRISIS PLAN - 6
Behaviours	Behaviours
Actions	Actions
Who is responsible?	Who is responsible?
Pupils preferred contact people at school	
Person 1 - name and role	
Person 2 - name and role	
Person 3 - name and role	
Person 4 - name and role	

REVIEW	
Review Date:	
Who is involved:	
How will the plan be monitored?	

Agreement		
Headteacher:		Date:
Parent:		Date:
Pupil:		Date:
Class teacher:		Date:

Collierly Primary School



Individual Target Setting Booklet

Name:

Class:

Date:

This booklet must be in school every day

BOOKLET GRADING SYSTEM

Grades are given at the end of each lesson, after the pupil has entered their self-assessment face, these grades relate to the set target on the next page

ACHIEVEMENT

- A Excellent
- B Very Good
- C Good
- D Below the standard expected at Collierley Primary School

EFFORT




























- 1. Excellent
- 2. Very Good
- 3. Good- the minimum level expected of pupils at Collierley Primary School
- 4. Occasionally below the minimum level expected of pupils at Collierley Primary School
- 5. Frequently below the minimum level expected of pupils at Collierley Primary School

TARGET

This is the target that I will be working to achieve in each lesson:




























Strategies I will use to help me achieve this target are:

MONDAY

Session	Comment	Teacher Grades	Self-Evaluation
1			  
2			  
3			  
4			  
5			  
6			  
7			  
8			  
9			  




























Head Teacher Comment and Signature
Parent Comment and Signature

TUESDAY

Session	Comment	Teacher Grades	Self-Evaluation
1			  
2			  
3			  
4			  
5			  
6			  
7			  
8			  
9			  

Head Teacher Comment and Signature
Parent Comment and Signature

WEDNESDAY

Session	Comment	Teacher Grades	Self-Evaluation
1			  
2			  
3			  
4			  
5			  
6			  
7			  
8			  
9			  




























Head Teacher Comment and Signature
Parent Comment and Signature

THURSDAY

Session	Comment	Teacher Grades	Self-Evaluation
1			😊 😐 😞
2			😊 😐 😞
3			😊 😐 😞
4			😊 😐 😞
5			😊 😐 😞
6			😊 😐 😞
7			😊 😐 😞
8			😊 😐 😞
9			😊 😐 😞

Head Teacher Comment and Signature
Parent Comment and Signature

FRIDAY

Session	Comment	Teacher Grades	Self-Evaluation
1			  
2			  
3			  
4			  
5			  
6			  
7			  
8			  
9			  

Head Teacher Comment and Signature
Parent Comment and Signature

Report Card

Name:

W/B:

Day	Session 1	Break	Session 2	HT/DHT	Lunch	HT/DHT	Session 3	Session 4	HT/DHT
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									