St. Peter's Catholic Primary School

Behaviour Policy and
Statement of Behaviour Principles

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children Partnership. For more information go to https://www.gloucestershire.gov.uk/gscp/

Approved by:	Full Governing Body	**Date:**	28/09/2023
Last reviewed on:	September 2023		
Next review due by:	September 2024		

Contents

Following in Jesus' footsteps, we live, love and learn together as a school family to build a better world.

1. Aims

This policy aims to:

- Support and build upon our Catholic ethos and Core Values of love, respect, forgiveness and responsibility (this list is not exhaustive) so that we enable our children to follow in Jesus' footsteps, to become positive role models who work together to build a better world.

- Provide a consistent approach to behaviour management based upon the principles of restorative practice.

- Outline how pupils are expected to behave following our BE YOUR BEST rules**.**

- Define what we consider to be unacceptable behaviour, including bullying.

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

- Outline our system of rewards and consequences.

- Ensure all pupils fully understand and can actively contribute to our Mission Statement whereby they can LIVE life to the full by being active in our community, LOVE one another as they wish to be loved and LEARN to think deeply and make the right choices in life so that together they can help build a better world.

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Keeping Children Safe in Education Sept 2022, with a particular focus on paragraph 35: Child on child abuse – list of behaviours, and Part 5: Child on Child Sexual Harassment & Sexual Violence

3. Definitions

Disruptive behaviour is defined as:

- Refusing to follow the school rules

- Refusing to follow adult instructions

- Unhelpful talk

- Unhelpful vocal noises

- Unhelpful noises using equipment

- Unnecessary movement that is disruptive to others' learning

- Refusing to complete classwork

- Constantly off task

- Preventing others from learning

Unacceptable behaviour is defined as:

- Repeated incidences of any disruptive behaviour as outlined above

Zero tolerance behaviour is defined as:

- Any form of bullying

- **Verbal abuse:** name-calling, swearing and threatening language.

- **Physical abuse:** any unacceptable contact with another child e.g. punching, kicking, pinching, hitting, slapping, grabbing, stealing etc.,

- **Mental abuse:** bullying – something that goes on day after day after day and includes cyber-bullying, prejudice-based bullying, homophobic bullying and derogatory or aggressive language.

- **Sexual abuse:** any unwanted sexual behaviour (actual and online) that causes humiliation, pain, fear or intimidation

- Racist, sexist, homophobic, or discriminatory behaviour

- Theft

- Destruction/vandalism of property

- Smoking/vaping

- Possession of any prohibited items. These are:

    o Knives or weapons

    o Alcohol

    o Illegal drugs

    o Stolen items

    o Tobacco and cigarette papers

    o Fireworks

    o Pornographic images

    o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Possession of any prohibited items as listed above may result in a suspension or ~~permanent~~ exclusion. Suspensions/Exclusions will be made in line with the school's Suspension & Exclusion Policy, which should be read in conjunction with this policy.

4. Bullying

At **St. Peter's Catholic Primary School**, we define bullying as *persistent* and *repetitive* behaviour over time, which is offensive, intimidating, or malicious and intentionally hurts another individual either physically or emotionally. Bullying is different from random acts of aggression. Bullying is any behaviour which *persistently and deliberately* makes another person feel uncomfortable, distressed, humiliated, threatened or vulnerable. Bullying makes those being bullied feel powerless to defend themselves. It undermines the recipient's self-confidence, causing distress and a sense of injustice.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition

Emotional	Being unfriendly, excluding, tormenting, humiliating, ridiculing, demanding money or goods with threatening behaviour.
Physical	Hitting, punching, kicking, pushing, taking another's property, damaging another's property, any use of violence.
Racial	Racial taunts, graffiti, gestures, physical violence.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical contact and/or attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, swearing at someone, belittling someone, racist remarks, homophobic language.
Cyber-bullying	Bullying and/or harassment that takes place online, such as through social networking sites, messaging apps or gaming sites etc.
Homophobic	Name calling or comments because of, or focusing on, the issue of sexuality, physical violence.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Incorporating Anti-Cyber Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. He/she will formally report on behaviour to the governing board in the Headteacher's Report To Governors. The headteacher will also approve this policy in conjunction with the governing board.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and in-line with restorative practice principles
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

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- Recording behaviour incidents in the Behaviour Log (Appendix 2)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules (see Section 6 below)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. School Rules

At St. Peter's Catholic Primary School our school rules are based on our mission to follow in Jesus' footsteps. Jesus is our teacher and role model and we strive to be the like Him in all that we say (our words) and do (our actions). At St Peter's, pupils are expected to make the right choices and follow our 4 school rules:

School Rule	Examples of good behaviour choices (Each class will discuss and write their own examples)
Be safe	- Walk quietly around the school and hold on to the hand rail when walking up or down the stairs (one stair at a time) - Talk to your 'trusted adult' if you have a worry - Make sure you have a healthy lifestyle to support your mental and physical wellbeing (5 ways to wellbeing) - Follow adult instructions - Online
Be respectful	- Show respect to each other and all adults through positive words and actions – *Speak with love, Listen with love and Act with love* - Treat the school building and school property with respect
Be ready to learn	- In class, make it possible for other pupils to learn - Follow the class 'Successful Learners' strategies - Have your resources ready eg ruler, pencil, pen, whiteboard, marker and duster etc
~~Always try~~ Be your best	- Have a 'growth mindset' – You CAN do it! - Engage positively with agreed solutions to restore relationships - There is 'only one you' so show pride in all you say and do - Refrain from behaving in a way that brings the school into disrepute, including when outside school

At the start of each academic year, class teachers and TAs will discuss these rules with their class to ensure clear understanding and an agreed interpretation of them. All children will then sign the class School Rules Contract poster (Appendix 3), which will be displayed at the front of the classroom, to show that they agree with and will strive to keep the rules.

7. Rewards and Consequences & Individual Needs

7.1 Rewards

At St. Peter's Catholic Primary School all pupils are encouraged to be well behaved socially and academically and they will see this modelled every day by the adults around them who are their role models. Good behaviour is rewarded in a variety of ways:

- Thanking pupils
- Intrinsic rewards – a quiet word/compliment, a thumbs-up, a smile, a nod of approval
- Extrinsic rewards – house points, phoning parents/carers, learning gems certificates and stickers
- Year 6 – Compliments books

7.2 Consequences

We recognise that everyone makes mistakes and that we learn best from our mistakes when a restorative approach is taken as opposed to a punishment being issued. Working restoratively ensures that all involved in an incident are able to share their perspective, they are involved in working together to resolve the difference and it helps the 'harmer' to repair the harm caused by disruptive behaviour and/or unacceptable behaviour (Section 3 for definitions). Working restoratively is important as it helps to strengthen relationships and build community within the classroom and wider school family.

At St. Peter's we have a 3-step consequences approach to working restoratively as follows:

Step	Expectation	Behaviours	Menu of support
Step 1: Reflect Disruptive behaviour- Verbal warning	The harmer is (i)**spoken to** with love, **(ii)asked to reflect** on his/her choices in-line with the School Rules and (iii)**encouraged to maintain** good behaviours choices	• Refusing to follow the school rules • Refusing to follow adult instructions • Unhelpful talk • Unhelpful vocal noises • Unhelpful noises using equipment • Unnecessary movement that is disruptive to others' learning • Refusing to complete classwork • Constantly off task • Preventing others from learning	Revisit School Rules Contract poster on display in the classroom
Step 2: Reflect and change Disruptive behaviour- Low level Restorative conversation	The harmer is spoken to with love. The harmer is encouraged to reflect on and discuss the choices he/she is making and why. He/she is also encouraged to reflect on (i)the behaviour expectations as outlined in the School Rules Contract	As per list above	Revisit School Rules Contract poster on display in the classroom Apology – sincere

	(ii) how their behaviour choices are impacting relationships with / learning of others. The harmer changes his/her behaviours in order to restore positive/strong relationships.		
Step 3: Reflect and change with support Ongoing disruptive behaviour = Unacceptable behaviour OR Zero tolerance behaviour	The harmed and the harmer are spoken to with love. The Restorative Conversation (Appendix 4) is followed separately with the 'harmed' and the 'harmer' and they are then brought together to agree 'Moving Forward'. The restorative conversation follows this format: What happened? ↓ Thoughts and feelings. ↓ Impact ↓ What do you need? ↓ Moving forward The adult leading the restorative conversation must log it on the Harmed & Harmer Statement sheet (Appendix 5), scan it and save it on to CPOMS. Where 2 or more children are involved, seats should be put in a triangle (2 pupils + adult) or a circle (3 pupils or more + adult) Once the individual restorative conversations have taken place, all are invited into the triangle/circle to discuss and agree the appropriate consequence. The adult dealing with the situation phones the parents	- Repeated breaches of any disruptive behaviour as outlined above - Any form of bullying **Verbal abuse:** name-calling, swearing and threatening language. **Physical abuse:** any unacceptable contact with another child e.g. punching, kicking, pinching, hitting, slapping, grabbing, stealing etc., **Mental abuse:** bullying – something that goes on day after day after day and includes cyber-bullying, prejudice-based bullying, homophobic bullying and derogatory or aggressive language. **Sexual abuse:** any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation - Racist, sexist, homophobic or discriminatory behaviour - Theft - Destruction/vandalism of property - Smoking Possession of any prohibited items. These are: Knives or weapons; Alcohol; Illegal drugs; Stolen items; Tobacco and cigarette papers; Fireworks; Pornographic images; Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)	Break a pencil – make it safe for others to use. Unhelpful talk/noises – Write a letter of apology Suspension or Exclusion*

	• completes the behaviour log (Appendix 2) and records the incident on CPOMS ~~(attaching the Harmed and Harmer statement sheet [Appendix 5])~~		

*Suspensions or Exclusions will be made in line with the school's Suspension & Exclusion Policy, which should be read in conjunction with this policy.

In addition to our whole school approach to Restorative Practice, the following consequences will be followed:

- Children who do not complete their home learning at home will be kept in to complete it at breaktime or lunchtime

- Children who do not wear the correct school/PE uniform will be given school uniform items to wear and parents will be contacted by the class teacher. The teacher will record this on the School & PE Uniform Log (Appendix 6). Where correct school/PE uniform is regularly not worn, parents will be invited to attend a meeting with a member of the Governing Board.

7.3 Individual Needs

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and a formal behaviour support plan, called a My Plan, will be put in place for that child. This My Plan for behaviour concerns will be drawn up in consultation with the child, parent/carer, Pastoral Leader and other professionals as deemed necessary by the Headteacher. We will also invite the pupil and the parents/carers to join us when we review the plan.

For some children, poor behaviour choices might be out of character, so where these poor choices are consistent over a short period of time the Pastoral Leader and class teacher will meet with the pupil and the parent/carer and put in place a short term behaviour intervention plan (Appendix 6). In this plan, the child will report to the Pastoral Leader at regular intervals in the school day over a 6 week period. But over the six week period the reporting sessions will be reduced. During the reporting sessions the child will celebrate the positive behaviour choices made and where there have been blips the Pastoral Leader will hold a restorative conversation with the child helping him/her to see how the chosen behaviours impact relationships with adults/pupils in the class and how they also negatively impact the child's learning as well as the learning of others in the class. They will discuss what strategies the child can deploy next time to avoid poor behaviour choices and how the child can heal the harm caused. This 'step down' approach is important as it helps the child to get back on track, helps build self-esteem and helps build and restore relationships.

7.4 Off-site behaviour

Consequences, in line with our 'Step' system, may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school at the start and end of every school day.

7.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will lead on the restorative conversation as per Step 3 of our consequences system. Due to the serious nature of a malicious accusation, parents/carers will also be invited in to discuss

the incident. Please refer to our safeguarding policy of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Discuss the School Rules Contract with their children and display this in their classroom – referring to it when needed

- Develop a positive relationship with pupils, in line with Restorative Practice principles, which includes:

    o Greeting pupils in the morning/at the start of lessons

    o Establishing clear routines

    o Communicating expectations of behaviour in ways other than verbally

    o Highlighting and promoting good behaviour

    o Concluding the day positively and starting the next day afresh

    o Having a plan for dealing with low-level disruption

    o Using positive reinforcement

8.2 Physical restraint

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

- Causing disorder

- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents (Appendix 7)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. Pupils may be excluded immediately for possession of any of these items.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. We do not have screening facilities at our school.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. The Inclusion Lead, Pastoral Lead, Deputy Headteacher and Headteacher will attend training on the proper use of restraint.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed annually by the headteacher and Full Governing Board. At each review, the policy will be approved by the Full Governing Body.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved annually by the Full Governing Board.

Tracking of Pupils' Behaviour
All incidents will be recorded on the Behaviour Monitoring Log (Appendix 2) which is kept in the Quiet Room and added to CPOMS. The folder allows the school to build up a picture of behaviour – patterns, types and occurrence. It also allows the school to build up a picture of individual pupils so that support can be targeted to meet individual pupil needs.

Monitoring and Evaluation
A termly report will be prepared jointly by the Inclusion Leader and Pastoral Leader to inform SLT and governors of the nature of behaviour incidents including any suspensions or exclusions. The effectiveness of the Behaviour Policy will be monitored periodically through Learning Walks undertaken by the governors and through parent and pupil Questionnaires.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions & Exclusions Policy

- Safeguarding Policy

- Anti-Bullying Incorporating Anti-Cyber Bullying Policy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to learn, free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy and restorative practices

- The behaviour policy and the philosophy of restorative practice is understood by pupils and staff

- The Suspensions and Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

- Pupils are helped to take responsibility for their actions by working restoratively with the facilitator and others to resolve issues

- Families are involved in behaviour incidents to foster good relationships between the school and pupil's home life

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

This written statement of behaviour principles is reviewed and approved annually by the full governing board.

Appendix 2: Behaviour Log						
Class name	Incident 1	Incident 2	Incident 3	Incident 4	Incident 5	Incident 6
Name & Date Behaviour Parents Informed Adult						
Name & Date Behaviour Parents Informed Adult						
Name & Date Behaviour Parents Informed Adult						
Name & Date Behaviour Parents Informed Adult						

Name & Date Behaviour Parents Informed Adult					

B = **Bullying**   D+R D+S D+H = **Discrimination** Racist, sexist, homophobic   A = **Aggression**   DL = **Derogatory Language**   S = **Sexual**

DR = **Disrespectful**   ODB = **Ongoing Disruptive Behaviour**   T = **Theft**   V = **Vandalism**   PI = **Prohibited Item**   O = Online

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SCHOOL RULES CONTRACT

We, the undersigned, agree with and will strive to keep the school rules.

School Rule	Examples of good behaviour choices (Each class will agree their own examples)
Be safe	• Walk quietly around the school and hold on to the hand rail when walking up or down the stairs (one stair at a time) • Talk to your 'trusted adult' if you have a worry • Make sure you have a healthy lifestyle to support your mental and physical wellbeing (5 ways to wellbeing) • Follow adult instructions • Online
Be respectful	• Show respect to each other and all adults through positive words and actions – SPEAK WITH LOVE, LISTEN WITH LOVE & ACT WITH LOVE • Treat the school building and school property with respect
Be ready to learn	• In class, make it possible for other pupils to learn • Follow the class 'Successful Learners' strategies • Have your resources ready eg ruler, pencil, pen, whiteboard, marker and duster etc
Be your best	• Have a 'growth mindset' – You CAN do it! • Engage positively with agreed solutions to restore relationships • There is 'only one you' so show pride in all you say and do • Refrain from behaving in a way that brings the school into disrepute, including when outside school

Appendix 4: The Restorative Conversation

The restorative conversation is key to **working restoratively** and **building social capital** as it is important that our children know and understand that if we are to live together in a learning community, our behaviours and relationships must reflect a deep knowledge and understanding of what it takes to be in **cooperative relationships** and to work within boundaries that provide safety for all. By doing so a climate for teaching and learning can be created, maintained and repaired when necessary. That means that our **behaviours** have to be **regulated** in a way that is authorative rather than authoritarian, and where the relationship, so central to learning, is held at the centre of decision-making, but not at the expense of either standards or support.

Our CPD and research into the Social Discipline Window/Social Capital Window (see attached pages taken from Implementing Restorative Practices In Schools by Thorsborne & Blood) helps us to understand the importance of

(i)   high challenge (behavior expectations) and high support (nurture)

(ii)   working restoratively *with* children to help them solve problems (relational)

(iii)   an authorative rather than an authoritarian approach (resolutions not punishment)

The table below shows the key phases of a restorative conversation and key questions that the facilitator could ask to help the harmed and harmer address the solve the problem together.

What happened? ↓ Thoughts and feelings ↓	WHAT - Perspective	What happened? What were/are you thinking? What/How were/ are you feeling? What do you think about it now? How do you feel about it now? I notice that you are … I am thinking that …	What happened? ↓ What were/are you thinking? What were/are you feeling? ↓
Impact ↓	SO WHAT - Impact	Who has been affected? How have they been affected? Was anyone else involved? How has it affected you? What's been the hardest thing? Anything else to add? I notice that you are … I am thinking that …	Who has been affected and how? ↓
What do you need? ↓ Moving forward	NOW WHAT - Solution	What needs to happen now? What is needed to make things right? What do you need to move on? What support do you need? How can I help you? Who can help you with this?	What do you need? What do you need (to do) to make it better? ↓

		Anything else you need?	What have you learned?
		What have you learned?	
		I notice that you are …	
		I am thinking that …	

Chapter 2

Restorative Practice in Schools

When we write and speak about working restoratively in a school, with young people and each other, we describe working in a way that places value on the quality and health of relationships between the people involved in these interactions. It might be with the relationships within a whole class, a group of students, a relationship between a teacher, a student and their family, between colleagues, or between a faculty head and a member/s of the team.

2.1 Building Social Capital

Working restoratively is a way of *being and doing* that is both firm in terms of explicit standards of behaviour (boundaries and pressure) and fair in terms of supporting (nurturing) children, adolescents and adults to change their behaviour and develop pro-social thinking and skill-sets. In other words, if we are to live together in a learning community, our behaviours and relationships must reflect a deep knowledge and understanding of what it takes to be in cooperative relationships and to work within boundaries that provide safety for all. By doing so, a climate or environment for teaching and learning can be created, maintained and repaired when needed. That means our behaviours have to be regulated in a way that is authoritative rather than authoritarian, and where the relationship, so central to learning, as you will read shortly, is held at the centre of decision-making, but not at the expense of either standards or support. This is best illustrated in Figure 2.1, in an adaptation of Wachtel's (1999) representation of this.
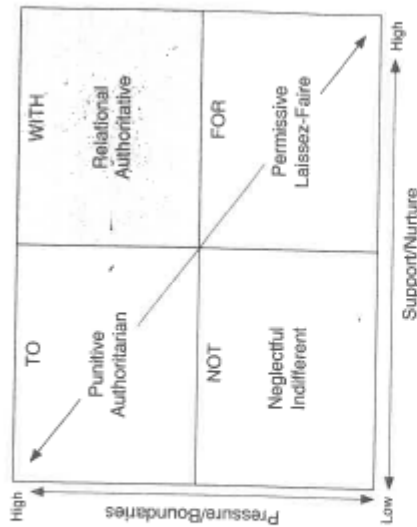
Figure 2.1 Social capital window (adapted from Wachtel 1999)

Each of the four quadrants represents a value placed on compliance (vertical axis) on the one hand, and the relationship (horizontal axis) on the other, which we describe in some detail.

- *Punitive/Authoritarian.* In the upper left-hand quadrant, this represents high pressure with low support. In this quadrant, the authoritarian approach demands compliance at all costs and punishes non-compliance. It's the adult's voice that matters, where children should be seen and not heard, and there is little engagement in problem-solving that is seen to be fair or just. The transaction can best be described by the words that punishment is done *to* or 'do what I tell you', rather than 'do what I do myself'.

- *Permissive/Laissez-Faire.* The quadrant diagonally opposite represents high support and low pressure. In this case, the child's needs and voice are dominant, with the needs of others taking a back seat and a state that, as Lahey (2013) indicates, represents 'high responsiveness and low demandingness' (p.13). It is often about a need for the adult to be liked, to be

their friend, a fear of confronting what has happened, or in the case of parenting, over-protectiveness.

Coloroso (2003) explains how this is the position some modern ('jellyfish' or permissive) parents take, in an effort to not parent like their own parents. They have a tendency to sweep all obstacles from their children's lives, to give them everything they need and to do their problem-solving for them. You might know them as 'helicopter parents', always hovering around their child. This results in over-protection, excusing, rescuing or doing things *for* the child, rather than helping them to do it themselves. Over-protective parents raise helpless and powerless children who are 'destined for an anxious adulthood because they lack emotional resources which are required to cope with inevitable set backs and failure' (Lahey 2013, p.13). In a classroom, this can result in complete chaos and in the individual child can lead to lifelong poor problem-solving ability, boundary transgression and poor resilience. They do not learn to cope or to take responsibility for their actions.

Neglectful/Indifferent. The lower left quadrant represents low pressure and low support. This is the space where the adult is not available for the child emotionally, psychologically or physically. There is little or no interaction and this approach is best described simply as *not* meeting the needs of others. Parents get to this place because they are struggling to cope in one way or another, due to unemployment, stress, drug and alcohol issues, ill health or mental health problems, to name a few. This can be transitory or long-term. Teachers get to this place because they are struggling professionally or personally and are struggling to meet the needs of their class.

Relational/Authoritative. The final quadrant, where we believe the restorative philosophy of problem-solving works best, is distinguished by high pressure around expectations and standards in a climate of high support and nurture. This is the firm and fair aspect that we know works best for children and adults. We need to know the limits and we need to know that

someone will be *with* us to help solve problems when we get ourselves into a mess. The emphasis is on repairing the harm we might have caused and helping us to take responsibility for our actions and to put in-place strategies to avoid doing the same again. Together with the person or persons we have harmed, we will work out how to fix it. We will know, too, that we will end up feeling better about ourselves, and others, when we work things out this way. It is also the place where we might not know the answer to all problems, but together we will work it out in a fair and just way. It is a place of hope, collaboration, care and, above all, a position of high standards that we need to maintain, knowing that doing the right thing is not always easy.

Payne (2012) reminds us that if we are working successfully with young people to change their behaviour, three things need to be present: *support* (teaching explicitly what is needed), *high expectations* (pressure that comes from a relationship of mutual respect: 'I know you can do it, and you will') and *insistence* (the motivation and persistence that comes from a relationship of mutual respect). This looks an awful lot like working in the 'with' quadrant.

More broadly, RP is about effective behaviour and conflict management, predicated on the need for social and emotional wellbeing in schools. When we (the practitioner) are not working restoratively, it says more about what is happening for us (or our school) than it does about what happened and those involved. When we resort to punitive, permissive or neglectful ways of managing behaviour and conflict, there is something going on for us such as tiredness, stress or personal issues that lower our tolerance or coping abilities. Even when we mostly work restoratively, each of us has an Achilles heel or a vulnerability that can be triggered under duress. Awareness of our reaction and what triggers it is vital for recovering the situation and once again working in a more restorative or relational way. Being restorative is not something we turn on and off. Yet it does not preclude the need to set appropriate boundaries. We are aiming to be restorative at all times and, when we are not, we need to be aware of this and take responsibility for returning to the

restorative frame. *It is a way of working that should inform everything we do. When we are not restorative, we have a case to answer.*

Appendix 5: School & PE Uniform Log

Class: _____ Names	Date & reason Parents Y/N	Date & reason Parents Y/N	Date & reason Parents Y/N	Date & reason Parents Y/N	Inform HT and Governor meeting TBA

Appendix 6: Short Term Behaviour Intervention Plan

WEEK 1	9 – 10am	10 – 10.50am	10.50 – 11.05am	11.05am – 12.30pm	12.30 – 1.30pm	1.30 – 2.30pm	2.30 – 3.15pm
Monday			B		L		
Tuesday			R		U		
Wednesday			E		N		
Thursday			A		C		
Friday			K		H		

The reporting sessions are subject to shorter or longer sessions dependant on the needs of the child.

From Week 1, reporting sessions can be from the beginning to the end of the day but they could also be, for example, lunchtime and afternoons only.

The Pastoral Leader will print a new sheet each week and agree with the child and class teacher which reporting sessions can be dropped week on week.

Appendix-7: Physical Restraint Log

Adult's name	Pupil's name	Date & Time	Included in witness statement Y/N	Approx how long was the pupil restrained?	Type of restraint used	Have you informed Headteacher & Pastoral Leader?

If a child is at risk of exclusion, we will do all we can to support the child.

As a first step, we will assess whether presenting behavioural difficulties are due to an unidentified special education need.

The Headteacher, Pastoral Leader and Inclusion Manager will meet to agree what interventions or support from the list below are needed:

Pastoral support - trigger points and strategies to help

TA support learning time/play times

Graduated pathway (My Plan)

Team Around the Child (TAC) meeting

Support from Alternative Provision School (APS)

Early Help/Families First etc

GCC Education Inclusion team

Referral to Education Psychology Service

Advisory Teaching Service

This list is not exhaustive.

The Pastoral Leader/Inclusion Leader will

document the intervention/support accessed (detailed information) and its impact

liaise with the class teacher and TA, ensuring they are fully aware of the interventions/support and their role within it

monitor the agreed interventions/support and evaluate the impact

If the Pastoral Leader and Inclusion Manager believe that the normal school based strategies have not been effective, they will adopt the Local Authority's Pastoral Support Plan (PSP).