



Chapel Allerton Primary School

Restorative Practice, Behaviour and Relationship Policy

At Chapel Allerton Primary School effective relationships are built on the core values of:
Respect, Consideration, Honesty and Kindness

The aims of this policy are:

- ***To promote impeccable behaviour, self –discipline and respect.***
- ***To prevent bullying***
- ***To create a safe and positive school environment***

If a pupil makes a mistake in their spellings, we teach them how to correct it.

If a pupil makes a mistake in their maths, we teach them how to correct it.

If a pupil makes a mistake in their behaviour, we teach them how to correct it.

Restorative Practice

Restorative Practice underpins classroom management and facilitates excellent relationships:

All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

All language and practice provides the opportunities for everyone to:

- Learn about the effects of inappropriate behaviour.
- To help pupils understand the effect of their actions and the importance of taking responsibility to make things right - repairing and restoring relationships.

Relationships can be challenging but we aim to enable children and their families to resolve their own conflicts restoratively.

Appendix A

Community Building (Circles)

A structured opportunity for children and their families, staff and Governors to develop:

- A strong sense of belonging to their school, class and group.
- Connection to each other and the values the school community promotes.
- A sense of value as a member of their class and group.

Circle Expectations

- Community circles involving all children and staff from a class group (x1 based on whole school weekly theme when suitable)
- Community 'check-ins' 2 x per week
- Circles to enable pupil voice e.g. School Council

School Rules

These are called the Golden Rules. We have whole school rules displayed around school. Copies of these are displayed prominently in all classrooms and corridors and children are reminded of them regularly.

- Use kind words when we speak to each other
- Do as we are asked the first time - '**first time, every time**'
- Keep our hands, feet and objects to ourselves

The Chapel Allerton Way- visible consistency

We have clear routines at Chapel Allerton Primary which staff model. Anyone visiting the school would see:

Lining up (e.g. after break/lunch/assembly)

EYFS

- one behind the other
- facing the front
- hands by sides
- still bodies
- silent
- one pupil holds the door, other pupils smile to acknowledge (no high fives/speech)
- one adult at the front of the line, one adult at the back

Nb- Summer 2: F2 will introduce and practise lining up in register order. Any changes must be shared with Phase Leaders first and communicated to cover staff.

KS1/KS2

- register order
- one behind the other
- facing the front
- hands by sides
- still bodies
- silent
- one pupil holds the door, other pupils smile to acknowledge (no high fives/speech)
- one adult at the front of the line, one adult at the back

Nb- staff may make alterations to line order if necessary. Any changes must be shared with Phase Leaders first and communicated to cover staff.

In corridors

- (KS1/KS2) register order
- one behind the other
- facing the front
- hands by sides
- still bodies
- silent
- one pupil holds the door, other pupils smile to acknowledge (no high fives/speech)
- one adult at the front of the line, one adult at the back

If a class or individual pupils are not meeting our expectations, they will have **one** reminder, following that, they will then be required to practice with a member of staff during the next breaktime or lunchtime.

Transition from outside to learning:

EYFS:

- one adult in the cloakroom
- pupils on the carpet as quickly as possible
- staff use an on screen 5-minute timer

KS1:

- one adult in the cloakroom
- pupils on the carpet as quickly as possible
- staff use an on screen 5-minute timer

KS2:

- one adult in the cloakroom
- pupils move straight through the cloakroom to seat (no toilet stops)
- pupils begin a task e.g. reading/3 to remember/writing date and WALT/TTRS etc
- if a pupil needs the toilet, they make the T sign with hands
- pupils stay in seats and hands up if there is an issue

Transition from carpet to table

- purposeful and controlled

Water

- water is available to pupils at all times
- kept at the back of the classroom, not on desks
- pupils can access the water as they initially enter the classroom, before they sit down, after that they must ask permission by making a Makaton 'drink' sign with their hands



All staff model these expectations consistently.

Manners

- Greeting/responding to greetings 'Good Morning'
- Please and thankyou
- Excuse me/ pardon
- Polite and respectful
- Holding doors for others

If an adult needs to remind a child of any of our expectations:

- Remember, at Chapel Allerton we ... e.g. *walk in the corridor, say good morning back*

Behaviour Policy

Positive discipline through effective relationships is how we enable those children who struggle with self-management to become responsible members of the school and we are always fair but firm.

Behaviour Aims

- To encourage responsibility and self-regulating in all the children at Chapel Allerton.
- To acknowledge that we all make mistakes and know how to rectify those mistakes.
- To understand there are consequences to our actions.
- To use praise and encouragement wherever possible to raise the self-esteem of pupils.
- To encourage children to be civil with each other, supportive and appreciative of each other.
- To ensure all behaviour leads towards positive outcomes.
- To achieve a good learning environment.
- To encourage links between parents and teachers and welcome approaches made by parents to discuss issues and concerns.

All Staff will:

- Create a warm and caring atmosphere where all pupils feel valued, respected and safe.
- Set the best examples ourselves both in our speech, manners and body language.
- Have high expectations for pupil behaviour.
- Present stimulating, interesting and well-prepared work to motivate the children.
- Provide opportunities for children to work co-operatively in order to help children to be self-regulating
- Understand the needs of others as well as helping them develop self-discipline.
- Create a class reward system.

Be Respectful, Firm and Fair

- Refer to Golden Rules when expressing expectations
- Engage pupils in learning about the effects of their actions.
- Deal firmly but fairly with inappropriate behaviour using Restorative Practice.
- Use consequences fairly and consistently when a pupil makes a mistake in behaviour.
- Be calm (think body language and use of voice) and use non-judgemental language- separate the deed from the doer.
- Make sure the reason for a decision is always understood.
- Set clear expectations for the future.
- Make use of the recognition boards when necessary to reinforce the expected behaviour/ visible consistencies.

Children will:

- Follow the Golden Rules.
- Show respect to adults and other children.
- Work with others restoratively.
- Work with others co-operatively.
- Accept responsibility for their own actions.
- Be honest, truthful and open to restorative approaches.
- Respond to warnings.
- Be aware of rewards and consequences.

The children are encouraged to follow the Golden Rules which are displayed around the school and shared with parents. Staff should always use positive role models to encourage good behaviour and should remind children of the Golden Rules.

Remember, at Chapel Allerton we ... *e.g. walk in the corridor, say good morning back*

If a child chooses to not follow the Golden Rules the following process should be followed:

Bullying

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn and achieve. Bullying of any kind is unacceptable in our school. We are a TELLING school. This means that ANY child who believes that bullying is happening should feel able to tell a member of staff and know that incidents will be dealt with promptly and effectively.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting, or making threatening gestures
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic, Biphobic or Transphobic (HBT) -because of or focusing on the issue of sexuality
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Cyber - any variations of the above through the use of the internet/ email/ internet chat/ games consoles or mobile phones.
- Sexist- any variation of the above based on the sex of a person
- Referring negatively to any element of the 9 protected characteristics: age, disability, sex, marriage and civil partnership, race, pregnancy and maternity, sexual orientation, religion or belief, gender reassignment.

*See separate **Anti-Bullying policy** for more details-*

Rewards

Class Dojo

Class dojo (online interactive recording system) will be used to reward children for excellent behaviour, for demonstrating good GMS, Restorative Practice qualities and for academic effort and success. They can also be awarded dojos for homework. Whilst class teachers can focus and personalise how ClassDojo is used, year groups need to aim for consistency.

Star of the Week Certificate

The class teacher/TA chooses two children each week to be star of the week for good behaviour (The Chapel Allerton Way- 'I noticed you ...'), good work or linked to the weekly whole school circle theme. These certificates are awarded in achievement assembly.

Staff from other areas of school e.g. lunch team/office/different year group to pupil can award 'I noticed you' certificates.

Outstanding Achiever (special assembly plus lunch)

This is awarded to outstanding children once every half term. The children are nominated by their teachers (one per class) and sometimes also by using pupil voice (peer nomination). A special assembly is held with the parents invited and the class teacher talks about the child. This is followed by a special lunch out with the HT and other staff members. The same child can receive the award twice but ideally not in consecutive years.

Dealing with mistakes in behaviour in class in KS1 and KS2

Appropriate Meaningful Consequences for Challenging Behaviours

Alongside positive reinforcement and our restorative approach, children are supported to understand the impact of their choices through meaningful consequences. The steps below are a guide only. It is important to carefully consider the context in which specific behaviours take place, remembering that the goal for all behaviour support must be to positively influence children's onward behavioural choices. Some children may have complex behavioural and emotional needs and will require a bespoke approach to supporting their behaviour. When this is the case, an individual behaviour plan will be in place.

Low level behaviour is defined as:

Talking unnecessarily or chatting, calling out without permission, being slow to start work or follow instructions, showing a lack of respect for each other and staff, anything that disturbs or prevents teaching and learning taking place.

Minor mistakes	
Step 1	
Verbal warning	1:1 warning using the child's name and explain the reason. If this continues, we will need a Restorative Practice conversation at break/lunch.
Step 2	
Red & Restorative Practice conversation	Any further breaking of the Golden Rules within that session then pupil moves to red: 1) A Restorative Practice conversation will take place with them at break/lunch. 2) A natural consequence may be given if appropriate. 3) The incident will be recorded on CPOMS as soon as possible and definitely by the end of the school day with what lesson it took place in. e.g. Restorative Practice conversation about shouting out in Maths.
Repeat of low level behaviour	
Within a week if a child is a repeat low level offender, they need to go to their phase leader at lunchtime/before end of day for a RP conversation. This is recorded on CPOMS by the phase leader.	
Escalating classroom behaviour	
If a child requires a Restorative Practice conversation within any session (a.m. or p.m.) and then breaks a rule again they will need to be sent to Phase Leader . This will be recorded on CPOMS .	
More serious problems	
Examples of more serious incidents might be: defiance, deliberate damage to others property, refusal to work, abusive language (including racist, homophobic and sexist language), and deliberately hurting another child or adult.	
Serious incidents	
<ul style="list-style-type: none"> • No warning is given • The child will be escorted from the room by an adult and taken to the duty SLT. If no adult is available to escort, or the child refuses to go then another child will go to the office to request assistance. • A brief explanation of the problem will be shared – verbally or in a note. 	

- The Phase Leader or SLT member will have a Restorative Practice conversation and give a consequence to suit.
- The child may need to fill in a 'Think sheet' or a R.A.I.N sheet (recognise, allow, nurture, investigate) if the pupil is struggling to identify emotions. This is to reflect on their behaviour and plan next steps.
- The incident will be logged on **CPOMS**.
- SLT will decide if the parents need a phone call/letter or refer back to the class teacher to inform parents/carers
- The child will be returned to class as appropriate and the T/TA will reinforce through a Restorative Practice conversation that their behaviour will not be tolerated.
- SLT member to return and check that the child has settled, and work is completed.

Peer on peer abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse.

However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.
- If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Procedure for dealing with allegations of peer-on-peer Abuse, sexual violence and sexual harassment

Any reports of peer-on-peer abuse, sexual violence or sexual harassment will be taken seriously with the victim reassured, supported and kept safe. Accurate notes will be taken and the Designated Safeguarding Leader involved. The DSL will use the guidance from section 5 of Keeping Children Safe in Education and our Safeguarding and Child Protection Policy to determine the school's actions.

Both the victim and perpetrator will need support, parents will be involved and Risk Assessments devised. The attitude of every staff member must be, 'It could happen here.'

Appendix C includes further details regarding child-on-child Sexual Violence and Sexual Harassment.

Children continuing with behaviour problems and needing further support

If a pupil is continually making mistakes in behaviour or failing to rectify the problems, it may be necessary for the pupil to receive further behaviour support. After consulting with phase leader and parents, a log of the behaviour (Behaviour Report Card/Book) will be started on which targets will be set. The child must then, with their card, report to phase leader or SLT at the end of the sessions/morning/ the end of the lunch /the end of the day as appropriate.

Generally, if a child has been working on a Behaviour Report Card/Book for sustained periods, and there is no significant improvement in behaviour in that time then further sanctions, including exclusions, may be considered for persistent behaviour.

Children with Challenging Behaviours

For children whose behaviour cannot be dealt with through the usual system of rewards and sanctions identified in the behaviour policy, the following strategies are available and can be implemented depending on the level of concern the child presents:

- a formal system of individualised rewards and sanctions through the use of reward charts and a system of certificates etc for sustained good behaviour (implemented at classroom level)
- use of a behaviour report book/card (highlighting type of behaviour as appropriate)

- social skills/anger management/counselling sessions or other suitable intervention as appropriate
- lunchtime exclusions (usually where behaviour at lunchtimes is of particular concern)
- parental involvement in supporting the child in school
- referral to external agencies

Teachers must use **CPOMS** as a dated log of support, strategies and interventions that have been tried which in turn will help with gaining external support as needed.

It is not intended that this should be a fixed hierarchy of interventions but a reflection of the range of interventions available from which the most appropriate to the child at that time can be selected. This policy should encourage children's individual responsibility, self-reliance and self-discipline through respect and understanding of themselves and others.

Serious mistakes in behaviour may result in omitting stages. This will be at the discretion of the Head teacher. This can also include fixed term exclusion as a last resort.

Playtimes and Lunchtimes

Golden Rules

If a child makes a mistake, a Restorative Practice conversation takes place e.g Tell me what happened, How did that make you feel? How can we put this right? (or if not ready for conversation pupils are asked to take some time at the Reflection Wall) they are sent to the Reflection Wall to reflect on what they would do differently next time. Bring them back and discuss.

Escalating Problems

Any escalating problems pupils will need to go to the SLT member on duty at the Reflection Point outside the large hall for further discussion and or sanction. Examples of serious behaviour may include:

- Hitting
- Intentionally hurting another person
- Swearing
- Threatening or provocative behaviour
- Racism
- Anti LGBTQ comments
- Bullying

Dealing with mistakes in behaviour in Foundation Stage 2

Rewards

Pupils in Foundation Stage receive praise and encouragement as they are learning to socialise with their peers. Stickers are given on a regular basis in F1& F2 to reward good behaviour.

Good behaviour is praised, encouraged and modelled.

FS1 & FS2 Behaviour policy

- Children will be given a warning followed by a second warning if needed.
- If the child goes on to display the behaviour a third time, they will have some time out.
- After the time out, the child will have an age-appropriate RP discussion with the class teacher.
- Teacher to use restorative practice questions if needed and to reinforce school rules to the child.
- Staff will add incidents to CPOMS when they are concerned that a picture of regular problems is occurring. (See Phase Leader for discussion if needed or improvements are not seen).

Some children may have complex behavioural and emotional needs and will require a bespoke approach to supporting their behaviour. When this is the case, an individual behaviour plan will be in place.

Rules for mobile phones - See Mobile Phone Policy

No phones are to be used in the school grounds - children must be outside school grounds before they text home to communicate their safe arrival/departure.

Phones must be handed in to the class teacher before register and collected just before home time.

Due to safeguarding, if we suspect a child has failed to hand in a phone, we reserve the right to ask that pupil to turn out their bags and pockets.

If any pupil breaks these rules, the phone will be kept in school by staff until the parent has collected it.

Any repeat of problems will lead to a complete phone ban for the pupil involved. Smart watches will be treated in the same manner as mobile phones.

Searching and confiscation

In the event of having to search a pupil please see guidance in DfE document *Searching, screening and confiscation 2014*

Staff Code of Conduct

As part of our Induction for all staff we include a Staff Code of Conduct in our Staff Handbook. This is issued to all staff annually and staff sign to acknowledge that they have read and understood it. Staff training on behaviour matters is included regularly in the school CPD programme.

Staff seeking further legal clarification of the expectations and boundaries of staff conduct and their responsibilities may wish to refer to the DfE document: *Behaviour and discipline in schools- Advice for head teachers and school staff. This is available from the DHT /HT or online.*

Appendix

Please see policy **Chapel Allerton Care and Control** (which clarifies for all staff what is acceptable in relation to the use of physical intervention to manage challenging behaviour)

Please also see DfE publications

Behaviour and discipline in schools 2022

Searching, screening and confiscation 2014

Use of reasonable force 2014

This policy is published on our website and is shared with new staff and new parents as appropriate.

Staff who have Care and Control Training should be called as soon as possible if a child requires physical restraint.

Becca Pinder
Louise Turnbull
Zara Lister
Damian Gale
Jade Earp
Gordon Walker
Megan Hanakin

Appendix A

Restorative Practice

Restorative Practice is a set of principles that encourages pupils to take responsibility for their behaviour by thinking through what they have done, its consequences and what can be done to make it better. This practice is used to empower children to do things differently and reduce the likelihood of the conflict occurring again.

Restorative Practice centres around a set of key questions:

- What happened?(include what you did and anything that happened before)
- What were you thinking and feeling at the time?
- Who has been affected and in what way?
- What needs to happen to make things right?
- How could things have been done differently? What would you do next time?

Throughout the restorative conversation adults will have a calm, non-judgmental tone. The conversation is not a lecture or an extended punishment. It is a time to plan for future success.

Although each conversation will be slightly different, it should follow the arc of reflecting on the event, identifying the child's needs and skill gap, and helping them identify how to repair relationships.

Appendix B

[Anti-Bullying Policy March 2023.pdf](#)

Appendix C

Child on child Sexual Violence and Sexual Harassment

Sexual Violence

Children can, and sometimes do, abuse their peers in a sexually violent way. Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described as:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents

Sexual Harassment

Child on child Sexual Harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threat