



# Granby Primary School

## Restorative Wellbeing and Behaviour Policy

At Granby Primary School, it is our aim that all members of our school community work towards and benefit from being: 'Ready, Respectful and Safe'. These elements underpin the ethos within our school.

### **1. What this policy covers**

1.1 This policy covers arrangements made at Granby Primary School to ensure and promote:

- good behaviour for learning;
- high levels of wellbeing in children and staff;
- how children and staff resolve disputes or instances of harm;
- and how our school engages with the community it serves.

This policy applies to all adults that support children and groups of children within the school.

1.2 In its implementation it draws upon the collective experiences and skills of our staff who have received recent Continuing Professional Development [CPD] in:

- trauma-informed practice;
- attachment-friendly schools;
- positive behaviour management [Team Teach];
- restorative approaches;
- and relationship-based practice  
[book study: "When the Adults Change, Everything Changes" by Paul Dix]

The attitudes, skills and knowledge from these CPD opportunities have promoted a strong awareness of individual needs relating to wellbeing and good practice in meeting those needs.

### **2. Premises and values**

2.1 It is the school's ambition to foster a safe, respectful and productive community both within and outside its walls. This policy promotes good practice through 'restorative principles' [Wachtel, 2005] so that any individual is empowered to find resolutions to problems that they face in delivering their duties or engaging with learning. People within our community are expected to work together to resolve issues with shared, agreed outcomes.

2.2 This policy adheres to the Children & Families Act [2014], Equalities Act [2010] and Education Act [1996; 2002] to ensure that children are kept safe and have their holistic and individual needs met. School are committed to ensuring that this happens.

### **3. What is meant by 'restorative'?**

3.1 This policy promotes a 'restorative approach'. This means that children and staff have 'rights' and 'responsibilities'. This also extends to the way staff should interact with one another and other stakeholders such as parents and carers or school governors.

3.2 The restorative approach places relationships at the centre of positive behaviour management [PBM]. There will always be a commitment from staff to resolve harm and conflict through non-shaming, respectful PBM techniques that empower those concerned to take responsibility for their actions through reflection and guidance.

3.3 All interactions will be conducted in the spirit of promoting better relationships even where there may be concerns or disagreement. Interactions are done in the spirit of curiosity – to understand another's needs. Where a punitive approach might result in feelings of shame and prevent future engagement, a restorative approach might reveal areas of need for which the school can help and signpost support, thus fostering better outcomes for all.

3.3 Further to this, this policy expects that all 'challenging' behaviour be seen as a form of communication where there may be an unmet need that requires support, understanding or empathy. Instances of challenging behaviour will be seen as opportunities for those concerned to learn from. In this case the answer is 'provision' not 'punishment'.

3.4 As part of the restorative process, individuals involved in instances of harm or challenging behaviour will be given opportunities to make connections to their thoughts, feelings and behaviour [in keeping with restorative principles]. This will form the expectation that in these circumstances we ensure individuals can:

- reflect upon what they have done, who has been harmed/affected and how they made them and others, think, feel and act;
- repair the relationships that might have been harmed;
- and reconnect to people that may have been harmed as well as reconnect to themselves, having greater understanding for their own needs and actions.

3.5 In doing this, the school aspires that individuals will become more responsible and respectful. By being more mindful of other's needs, our community will become more harmonious with fewer instances of harm and challenging behaviour and therefore greater engagement for learning and wellbeing

3.6 This policy promotes rights. It is the responsibility of all staff to promote and practise these rights:

- the right to have individual needs meet;
- the right to be treated with and spoken to with respect;
- the right to repair harm [in instances of challenging behaviour];
- the right to discuss fair consequences following challenging behaviour;
- the right to share how they have been affected by situations;
- the right to enjoy their learning;
- and the right to feel safe in school.

3.7 Restorative Practice is seen as an alternative to being authoritarian or punitive. Restorative Practice enables working 'with' people rather than doing things 'to' them which an authoritarian approach would deliver. We recognise that for children and adults that have experienced trauma, an approach whereby decisions are done to people, may activate feelings of disempowerment akin to instances that were traumatic.

#### **4. Promoting wellbeing**

4.1 As part of this policy, it is expected that those responsible for learning and safety within classrooms; intervention groups; on the playground; and in clubs and activities [before and after school] are expected to promote positive wellbeing amongst children.

4.2 This policy promotes that wellbeing is highest when people feel safe and valued, where there is a sense of a supportive community and productivity to learning. Key to this are good relationships amongst staff and children so that children feel confident in taking risks in their learning, where mistakes can occur without fear of reprisal.

4.3 As part of this, staff will approach children in a non-threatening and non-shaming manner. The aim of approaching all instances of challenging behaviour, conflict or harm will be to make the situation better and to support someone in understanding their own and others' needs. Being punitive or aggressive will damage these relationships which is more likely to lead to further instances of challenging behaviour and less engagement with learning.

4.4 Staff will not confront children aggressively or persist with interactions that are causing clear discomfort to the child or make a situation worse. This might prevent finding meaningful solutions to problems that have arisen and could sabotage the trust within a relationship.

4.5 Staff are expected to talk respectfully with children even when challenged, or provide a reasonable and fair consequence that is proportionate to the difficulty they have been faced with. The intention is that the consequence makes children relate to what has happened rather than be punished. When situations are challenging it is not appropriate to give punishments or punitive consequences for non-compliance, but to support a child to be safe and feel cared for. They may for example need space and time before being supported to reflect on what has happened.

4.6 Staff are required to develop positive and friendly learning environments that they are responsible for or are part of. They will ensure that there are periods of fun, e.g. games at the end of the day so that children can experience shared enjoyment, which is conducive to building a supportive learning community within that class.

4.7 Staff will ensure that consequences given to a child, where restorative conversations have not been possible, are fair and consistent with those given to other children within that class and across the school.

4.8 In following these points, staff will model more conducive ways of resolving problems to children who are then more likely to use these skills themselves when un-supervised and difficulties occur.

4.9 Staff must treat other staff and children with the same level of respect whether they are in their company or not. The lived experiences of some individuals can be distressing [e.g. there may be social care involvement or statutory proceedings occurring]. Discussing this openly, such as in a staffroom, is not respectful or supportive of the rights that promote positive wellbeing.

4.10 In promoting wellbeing, all staff should take responsibility for fostering a positive ethos around school. In instances where staff may discuss punitive methods of behaviour management or engagement with parents, those present are responsible to gently challenge the detrimental outcomes of such an approach.

## **5. Importance of Quality First Teaching [QFT] and Positive Behaviour Management [PBM]**

5.1 This policy operates on the principle that Positive Behaviour Management starts with:

- good relationships amongst children and staff;
- and Quality First Teaching.

5.2 As mentioned in Section 4, good respectful relationships should be established so that gentle challenging should be sufficient to foster better behaviours in and outside classrooms.

5.3 Where behaviour continues to be challenging, those responsible for the learning of individuals or groups of children must use formative methods of assessment to inform their planning for that child or group of children who may be displaying less settled behaviour.

5.4 Quality First Teaching must be employed that includes well-differentiated learning sequences; multi-modal forms of learning [e.g. using varied resources, digital technology, etc.] and opportunities to learn with other children so that a better sense of community can be fostered within the classroom.

5.5 Where children have difficulties in accessing learning, their behaviour may communicate this. In these moments, non-shaming interactions need to be used to support children to re-engage with learning. Finding learning challenging can be a shaming experience. Our aim is to help children who find tasks difficult in the spirit of fostering a trusting response. It is not accepted that children be made to feel 'bad', 'embarrassed' or 'ashamed' on account of learning activities they have been provided with that may not suit their needs.

5.5 Staff will need to consider the socio-emotional needs of their class and plan activities accordingly so that opportunities to develop social skills can be provided as required. For example: a classroom that includes children who find it difficult to share resources may have learning activities adapted so that sharing is expected within lessons. In these instances, interpersonal skills are made explicit as part of the success criteria or learning outcomes for the lesson.

5.6 Quality First Teaching also includes 'differentiating for behaviour' as is expected for levels of learning. Whilst people may expect how children should behave in school, there is also an appreciation that there are experiences that children should have received but may not have.

For example: some children within our community may not have experienced enough kindness, empathy, concern, safety or enjoyment. When placed into larger learning communities, there may be Social, Emotional and Mental Health needs displayed. Staff will be mindful of this. They will:

- foster more conducive relationships with these children and their parents;
- be empathetic towards them;
- and provide positive individual targets for the most challenging behaviours.

5.7 Beyond this, it is the responsibility of the class teacher to make reasonable adjustments as part of their classroom practice to support the wider needs of children.

5.8 Where staff perceive that a child may have a type of SEND, it is their responsibility to implement reasonable adjustments and monitor their effectiveness closely. It is also their responsibility to communicate with the member of staff responsible for SEND co-ordination within the school to find further solutions to the difficulties faced.

5.9 There will be children within our classrooms who are identified as having SEND and are our placed on our SEND register. There will be some who are known to external educational support agencies or health services [such as paediatricians] or social services. In these instances, staff working with those children will be mindful of their needs and adhere to the advice issued by other agencies and stakeholders. This is to ensure that individual needs are met and the most vulnerable children within our community, continue to have their identified needs met.

## **6. Positive behaviour management strategies and consequences**

6.1 We want children to feel good for doing the right thing even when this is expected. Encouraging positive pro-social skills is essential in forging a productive and caring learning community.

6.2 Good behaviour can be encouraged and exemplified through the use of various individual and class rewards. These should be given often and regularly so that children feel rewards are achievable, worth pursuing and value-laden. By providing regular rewards to children in a public way [e.g. to the whole class] it exemplifies the expectations of behaviour to that group.

6.3 Staff will have to use their discretion and intuition through their relationships with children to know when and how to differentiate this approach. For example: some children may be able to sit for longer than others without moving or calling out. By only rewarding the 'best possible behaviour', those who find sitting more difficult will be excluded from accessing rewards. For a child that can not sit still for more that 5 minutes, they may be rewarded for instant compliance with instructions or just before 5 minutes, in order to reinforce and acknowledge their contribution to positive behaviour within the classroom.

6.4. Some children may require their own personalised targets [as they would for a core subject] that, in positive language, explain what the next steps are to improve their behaviour so expectations are clear to them and can therefore be regularly reviewed and rewarded.

6.5 There will be instances when behaviour is challenging and children do not appear amenable to staff's directions and advice. In these situations, children can appear rude and uncaring but this may be a shame-response initiated by a sense of deficiency. In these situations, staff should give children space through non-shaming scripts. For example: "I can see that you're not ready to talk – take a five minute break and then I'll come to help." After this, staff should attempt to talk to children and understand the momentary need preventing them from engaging with learning or acting more appropriately.

6.6. There may be instances where children appear to directly challenge an adult with personal or unhelpful comments. This may make the adult feel insecure or personally upset. Whilst what appears to be personally-directed comments can be difficult, these comments are often a way of communicating an unmet need. Staff will appreciate this and use calming scripts to de-escalate situations. Sarcasm or threats of sanctions will never be used in challenging situations such as these, as they could harm the relationship further and make it more likely that behaviour will become even more challenging.

6.7 There may be situations where a restorative/authoritative approach is required as a child may be in a heightened state of alert. As part of a nurturing approach, some children may require more definite boundaries to be given. In such instances, staff may need to act more authoritatively and provide consequences for a child from which they can choose rather than an open dialogue. For example: "You can start your maths at your table or come and sit with me," or "you can return to your place and start your work or have a minute to think then let me what you need."

6.8 When consequences have been given in a more affirmative manner, there should always be the opportunity to 'put things right' through a restorative conversation at a later point in time when this more likely to be successful. Not all parties may agree but an attempt should be made to find common ground.

6.9 An authoritarian approach may be used when instances occur that concern the immediate safety of others. When a restorative approach is not used, e.g. shouting and separating two children who are fighting, the adult interaction will still be non-shaming and seek to prevent further physical or emotional harm.

6.10 More detailed information about the approaches used across the school to encourage positive behaviour, as well as the agreed consequences for poor or challenging behaviour, can be found in the following appendices:

- Appendix 1: Encouraging and rewarding positive behaviour
- Appendix 2: Consequences for poor or challenging behaviour
- Appendix 3: Happy Lunchtimes
- Appendix 4: Report Card
- Appendix 5: Pastoral Support Plan [PSP]
- Appendix 6: Positive Handling Plan [PHP]

## **7. Positive handling: when challenging behaviour becomes risky or distressing**

Positive Handling refers to the use of either Restrictive Physical Intervention [RPI] or Nurturing Touch:

- Restrictive Physical Intervention is the application of force to prevent a child from harming themselves or others, or causing serious disruption to school functioning. It involves the attempt of a trained, accredited physical technique to ensure a child's safety.
- Nurturing Touch is the use of physical reassurance which may be necessary for some children in calming. Like RPI, its use is to decrease a child's distress or risk of causing harm to themselves and others. It is used when seen to be in the child's best interest.

7.1 Situations in school may arise where a child poses a risk to themselves or others. They may be highly distressed and require physical contact to co-regulate their distress to sooth and calm [supporting their restoration and readiness to learn]. In these instances the focus of staff is to support a child to calm by lowering the risk that they pose.

7.2 Shouting and the use of threats is likely to antagonise a child, make them more threatening and increase the likelihood that their behaviour will become more risky. Due to this, punitive methods of communication are not seen as appropriate.

7.3 On occasions where it is not possible to use space, gestures, agreed plans and other positive behaviour management techniques to prevent a child from hurting themselves or others, then the use of Restrictive Physical Interventions [RPI] techniques are permitted by those staff who are 'Team Teach' trained by Leicester City Council or another similar provider to an accredited level.

7.4 The use of physical interventions will comply with guidance from Leicester City Council [July, 2021] on the use of physical interventions in schools.

7.5 This requires that:

- RPI is done for the shortest time possible;
- RPI is reasonable, proportionate [to the force displayed] and necessary;
- RPI is used to make situations safer and not as a punishment or to achieve compliance;
- RPI is used to prevent harm to children, serious disruption to the school or the prevention of a foreseeable risk or hazardous behaviour;
- before RPI is used, every attempt has been made to avoid its use and support a better response from the child;
- after RPI is used, those involved will be given time to calm before re-integrating into their typical activities;
- when ready to do so, the individuals involved will have the opportunity to reflect on what happened and their thoughts, feelings and actions – they will also reflect on how others feel through a debrief or restorative conversation. The aim of this is to find solutions and avoid further instances of similar behaviour;

- staff will meet together to develop a Positive Handling Plan, the aim of which is to document how they will deal with similar challenges in future;
- and children will have their own version of this which supports them to understand what will happen to them under certain circumstances, whilst encouraging them to follow other agreed solutions as non-physical alternatives.

7.6 Staff who are bystanders to challenging instances should be available to support staff who they think may be challenged by the incident, as a fresh approach or change of face may result in a more productive immediate solution.

7.7 The use of nurturing touch is an appropriate way to support children during or after times of higher-than-typical distress. For example: nurturing touch may include hugging, which would be developmentally appropriate for children of primary age. It is also seen as appropriate for children with SEND [such as social, emotional and mental health needs] who may require 'co-regulation' to restore themselves to a sense of greater calmness, as they do not have the ability to do so themselves.

7.8 Nurturing touch is preferable in its use when instigated by children [e.g. where a child that has been crying asks for a hug]. However, it is recognised that some children, at times of distress, may lose the capacity to direct their own needs and it would then be appropriate for an adult to prompt their needs and offer verbal and physical reassurance.

7.9 In these instances, hugging a child to provide nurture and reassurance is seen as restorative as it fosters a trusting relationship. It is also seen as purposeful as it will allow the child to calm quicker and increase their readiness for learning. It should not be automatically seen as form of grooming or malpractice.

7.10 Staff that work with children should however be mindful of their obligations to 'keep children safe in education' and be aware of a child's needs and behaviours. For example, if a child regularly needs calming or regularly seeks the physical proximity of an adult, there may be an underlying medical, social or safeguarding need that requires further consideration. When staff perceive there to be patterns in child behaviour like this, they are expected to raise this with their SENCo or DSLs as part of the due diligence aspect of their role.

7.11 A Positive Handling Plan [PHP] is necessary when children require additional strategies [relating to physical, verbal support and the use of space] that are consistent with Level 1 'Team Teach' training received and re-accredited by Leicester City Council. The aim of a PHP is to reduce the likelihood of a risky, distressing or challenging behaviour occurring through the use of distraction techniques and to establish criteria under which RPI may potentially be required. The plan will set out the most suitable strategies to de-escalate a situation and calm a child in varying stages of distress. If nurturing touch is considered a suitable technique, this will be recorded within the PHP so that the most appropriate strategies that are specific to a child's individual needs are known to all who work with them.

7.12 Positive Handling Plans are seen as working documents. They are developed by a Team Around a Child [TAC] that may include the class teacher, SENCo, Phase Leaders, the child, their parents or carers and other staff that know the child well. The PHP should be seen as a

blueprint for how to avoid challenging situations and what to do should these arise. It is recognised that PHP's aim to reduce the likelihood of a challenging instance but that they cannot eradicate the risk completely. It is also understood that strategies identified in PHP's may become less effective over time and that staff may find other strategies become more useful. Any changes required are to be added to the plan on an ongoing basis.

7.13 Positive Handling Plans are required when a child receives a Restrictive Physical Intervention. Once this has occurred, as a minimum, the plan is reviewed once a term [every 12 weeks], though good practice may require this to be done more regularly depending on the needs of the child.

7.14 When a child's behaviour continues to be distressing or challenging, the SENCo and class teacher will make sure that they have implemented as many reasonable adjustments as possible, in keeping with Leicester City Council's BERA document [Best Endeavours or Reasonable Adjustments].

7.15 The effectiveness of this will be monitored and it may be appropriate for the child to be supported beyond the school's SEND register and have individual advice requested from external agencies [typically Leicester City Council's SEND Support Services and/or Leicester City Psychology Service].

7.16 A template for Positive Handling Plans is contained in Appendix 6.

## **8. Exclusions**

Granby Primary School will try to avoid excluding pupils wherever possible. However, in exceptional circumstances, an exclusion may be deemed appropriate. Such a course of action will be discussed with the parents or carers as a part of a restorative approach.

### **Internal Exclusion**

#### **[Headteacher]**

- Duration: typically 1 or 2 days;
- Can be restricted to lunchtime only;
- Child has no contact with own class or classmates;
- No shared access to playground or extra-curricular activity;
- Parents or carers, governors and pastoral support informed;
- Local Authority informed of likelihood of external exclusion.

### **Fixed Short-term Exclusion**

#### **[Headteacher]**

- Duration: up to 5 days per term;
- Can be restricted to lunchtime only;
- Parents or carers, governors and Local Authority informed;
- Parents or carers may make representations to the governors;
- Governors may meet but cannot reinstate;
- Upon return to school, child stays on report for a minimum of 2 weeks.

### **Fixed Long-term Exclusion**

#### **[Headteacher]**

- Duration: up to 45 days per year;
- Parents or carers, governors and Local Authority informed;
- Governors meet to consider the grounds for exclusion;
- Parents, carers and child may attend and make representations;
- LA Officer must be invited to attend but cannot reinstate;
- Governors either reinstate or uphold the exclusion;
- Upon return to school, or if reinstated, child stays on report for a minimum of 5 weeks.

### **Permanent Exclusion**

#### **[Governors]**

- Parents or carers, governors and Local Authority informed;
- Governors meet and consider the grounds for exclusion;
- Parents, carers and child may attend and make representations;
- Governors either reinstate or uphold the exclusion;
- Parents or carers notified of right to appeal;
- If appeal successful, reinstated child stays on report for a minimum of 10 weeks;
- If appeal unsuccessful, child is removed from school roll.

Serious incidents are to be treated on an individual basis and the circumstances investigated. In exceptional circumstances, permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

A reintegration meeting will be offered to the child and parents or carers following on from any external exclusion. This will offer an opportunity for all parties to discuss their needs and expectations in order to further support the child, their family and other members of the school community.

## **9. Restorative conversations: solution-focused positive behaviour management**

Granby Primary Schools considers itself a 'restorative school' where relationships are placed at the centre of the work that we do. When staff, children and parents or carers [as well as other members of the school community] are or have been involved in conflict, incidents of harm or disputes there will be an opportunity to be restorative. It sees 'poor' or 'challenging' behaviour as an opportunity to learn, not for punishment.

This means that there will be an opportunity for all those involved to put things right and work towards outcomes that are satisfactory for their needs rather than arbitrarily punish someone for breaking a rule. The aim of this approach is three-fold:

- to develop greater intra-connectedness  
[knowing one's own needs, thoughts and feelings];
- to develop greater inter-connectedness  
[knowing others' needs, thoughts and feelings in order to foster empathy];
- and to develop a culture of care, nurture and respect  
[where taking responsibility for one's own words and actions is key].

9.1 Following incidents of conflict or upset, all members of the Granby community are able to access a restorative conversation. This will involve people being supported to think about:

*"What happened? Who was harmed? What did you think? What did you feel? How have things been since? What do you need? How were others affected? What did they think/feel then? What do you think they think/feel now? What do they need? How can this be put right? How can we make sure this doesn't happen again?"*

9.2 The restorative approach used in this manner tries to either:

- improve the existing situation or relationship;
- or prevent further harm or the situation occurring again.

9.3 Staff working with people in this manner will be obligated to ensure that the outcomes are actionable. For example: if children agree to play a certain game together or share a resource, the staff member needs to ensure that this actually happens.

9.4 Some situations may arise that are more serious or complex, such as instances that have involved several members of staff or children. In these cases, people may need to be spoken to separately in a restorative conversation and then, with participants' permission, brought together in a restorative conference.

9.5 A conference is a form of mediation that is available to all people involved in an incident to find solutions by sharing their perspective and needs so that the solution is person-centred. People will only attend a conference on invitation, if they wish to and if the facilitator considers them 'ready' to do so [if there is a likelihood of the conference causing more harm, then it may be delayed or deemed inappropriate].

9.6 People participating in a conference will need preparation beforehand, understanding what will be expected. Children with SEND may require the conference to be adapted with breaks or questions written for them and an opportunity to prepare.

9.7 The outcomes of the conference will be seen as the 'consequence' for what happened or initiated the need for restorative working.

9.8 There may be situations that arise where participation in a restorative conference to find solutions is not achievable. People may not wish to participate or something more serious may have occurred that warrants investigation. It may be that a restorative approach can be

used when following up such incidents, but there may be other precedents which mean a more authoritarian approach be taken [such as investigations into staff conduct or extremely persistent dangerous behaviour].

## **10. Seeking support: working with external agencies or other professionals**

Situations may arise where a child's behaviour poses a significant concern to staff, parents or carers and other children. In these instances, there is an expectation that the child be supported with individual advice sought from external agencies. This may also extend to the family in support of this.

10.1 Safeguarding concerns may be present that relate to 'behaviour as a form of communication'. There is an expectation that professional curiosity should look beyond the behaviour and enquire into the child's everyday lived experience. This will be compliant with Granby Primary School's Child Protection Policy and Low-level Concerns Policy. Equally, a child's presentation may be compromised by medical or health factors that have not yet been fully explored.

10.2 All staff are responsible for raising concerns with appropriate representatives within school such as the DSL's and the SENCo. They are also required to share their concerns with parents or carers.

10.3 When speaking with parents or carers, staff must conduct themselves in a respectful manner. They must be mindful that raising issues of behaviour or other concerns with children's families may be perceived as criticism and bring about defensive or shame-based reactions. Staff must approach these situations in the spirit of making the situation better, putting the child at the centre and focus of that interaction. It is to be understood that poor home-school relationships are of detriment to the child, their in-school experiences and therefore their learning.

10.4 Staff will take a calm, inquisitive approach based upon restorative principles; trying to see if there is an unmet need that requires additional support and sign posting, for example: a child's challenging behaviour may relate to sleep issues and a parent or carer may require signposting to services that can support with this, rather than a verbal chastisement.

10.5 Staff will recognise that there is an imbalance of social power between themselves and parents or carers. Children's families may require time set aside to meet and to be able to bring a representative with them.

10.6 Where disputes arise with parents or carers, staff will be proactive in repairing relationships. Restorative principles will be adhered to, with the understanding that seeing things as 'right' or 'wrong' limits perspectives and makes it more difficult to find helpful solutions. Working to understand the needs of individuals will be more empowering. Where disputes or challenge persist, trained staff may facilitate a restorative conference between the parties involved. School will also signpost parents or carers to SENDIASS as a support forum for families where appropriate.

10.7 When working with external agencies, teachers and teaching support staff may receive individualised advice that may be initially seen as counter-intuitive. Advice that is provided comes from more specialised professionals who have expertise in specific areas. There is therefore an expectation to implement the advice for a period of time which may involve adapting practice and giving plenty of time for the advice to be reviewed.

10.8 Staff will work with external agencies and ensure that there are regular reviews for children with parent or carers to monitor progress.

10.9 The principles marked out for children and families are also applicable to school staff. There is an appreciation that 'we are all human' and that there are times when working in schools can be challenging. This can lead to breakdown in working relationships. This policy therefore expects that we work with each other respectfully and responsibly.

10.10 At Granby Primary School, everyone has the right to be treated with respect. This means, therefore, that everyone has the responsibility to treat people respectfully. All staff are responsible for contributing to a harmonious, respectful environment through the interactions they have with one another, which are to be positive.

10.11 Granby Primary School strives to foster and build a respectful, kind and caring working environment. Positive interactions between colleagues are actively encouraged, such as saying 'hello' or 'good morning' to one another. This is also applicable to electronic forms of communication. However, where staff members are openly critical of colleagues, this could be considered workplace bullying and lead to investigation or disciplinary proceedings.

10.12 There may be incidents or conflict that require restorative reparation. Staff who have experienced harm may request to talk to senior leaders so that a resolution can be found.

10.13 There may be incidents where a situation has arisen which compromises a staff members' professional expectations relating to the compliancy of legal standards. Situations are therefore foreseeable where it would not be professionally appropriate to use a restorative approach to find solutions.

10.14 Staff members who have their own personal needs may also require additional arrangements as set out in the Equalities Act [2010] and this may also require that staff members, as well as senior leaders, liaise with different agencies such as occupational health or counselling services to ensure these needs can be met.

## **Appendix 1: Encouraging and Rewarding Positive Behaviour**

### **General Principles**

- Positive and negative behaviour management are not explicitly linked.
- These behaviours are encouraged and managed using separate approaches.
- Negative behaviour cannot 'undo' recognition earned for previous positive behaviour.

### **Early Years Foundation Stage**

- All children start the day on the sunshine.
- Staff will be on the lookout for children who go 'above and beyond'.
- Positive behaviour or effort may result in a child's name being put on the rainbow.
- The whole class sing the rainbow song and the child receives a rainbow certificate.
- This can be given at any point in the day and specifies what it was awarded for.
- Stickers will also be used by staff to praise children on an ad hoc basis.

### **Key Stage 1**

- All children start the day on the sunshine.
- Staff will be on the lookout for children who go 'above and beyond'.
- Positive behaviour or effort may result in a child's name being put on the rainbow.
- Continued positive behaviour or effort may be rewarded by moving up to the pot of gold.
- Staff explain to the child why they have been moved up, e.g. "move your name up for ...".
- Children on the rainbow or pot of gold receive a special sticker at the end of the day.

### **Key Stage 2**

- All children start the day on green.
- Staff will be on the lookout for children who go 'above and beyond'.
- Positive behaviour or effort may result in a child's name being moved up to silver.
- Continued positive behaviour or effort may be rewarded by moving their name up to gold.
- Staff explain to the child why they have been moved up, e.g. "move your name up for ...".
- Children on silver or gold receive a special sticker at the end of the day.

### **Dojo Points**

- Across KS1 and KS2, children each have a 'Class Dojo' monster avatar.
- Dojo points can be earned for a variety of positive attitudes and behaviours.
- Each year group agrees on bespoke rewards for collecting fixed amounts of Dojo points.
- Children can choose to cash in their Dojos for a reward or save towards a bigger reward.
- Individual Dojo points also contribute to a whole class total that builds across the year.
- Whole class rewards are given when this class total reaches fixed milestones.

### **Recognition Boards**

- Recognition boards are used in every class to recognise specific behaviours or attributes.
- Staff identify areas that they would like the whole class to focus on for a period of time.
- These can be behaviours such as 'good listening' or attributes such as 'perseverance'.
- Children's names are added to the board as they demonstrate what is being encouraged.
- The aim is to get every child's name on the recognition board by the end of the given time.

## Appendix 2: Consequences for Poor or Challenging Behaviour

### Early Years Foundation Stage

- The majority of poor or challenging behaviour in the Early Years is developmental.
- Children are learning how to behave appropriately and need support in order to do so.
- Most poor behaviour will be managed with a quiet word of correction or encouragement.
- Some may need time out to reflect on their choices and be directed to the 'comfy corner'.
- This area of the classroom can also be used by anyone at any time, e.g. to sit and read.
- KS1/KS2 consequences may be used with individual children as and when appropriate.

### Key Stage 1 and Key Stage 2

- Poor or challenging behaviour at KS1/KS2 is often also developmentally appropriate.
- Children are still learning how to behave and need continued support in order to do so.
- Most poor behaviour can be managed using positive reinforcement and correction, i.e.: praising children for doing the right thing or explaining what they should do instead.
- Where an improvement in behaviour cannot be achieved using a positive approach, the following five steps will be used to provide clear consequences with a restorative outcome.

#### 1. **Reminder**

A direct instruction or reminder of agreed behaviours or rules will be given to the child. They may be asked to move and work somewhere else within the classroom. Repeat reminders may be given if reasonable adjustments are necessary. Every effort will be made to keep things at this stage.

#### 2. **Caution**

A quiet word of caution will be delivered privately within the classroom to make the child aware of their behaviour and outline clear consequences should this continue. They will be encouraged to think carefully about the choices they make. Support will be provided to help the child settle back to work and behave as expected.

#### 3. **Last Chance**

A short, scripted conversation will be held in private outside the classroom to offer the child a final opportunity to engage. They will be offered a positive choice to do so and reminded of previous examples of good behaviour. They will also be instructed to join the teacher for a 'two-minute think' at an appropriate time.

#### 4. **Time Out A|B|C**

**A:** Each classroom has a designated table or area, which can be used to provide a child with time out to calm down and reflect on the choices they have made. Practical resources are provided to help them with this. Time Out A takes place within the child's own classroom and lasts 5 minutes at KS1 and 10 minutes at KS2.

**B:** Reciprocal arrangements exist between teachers to allow Time Out B to take place in a different classroom. Once the child has been given time to regain composure, they will remain in that classroom until the end of the lesson and be supported to complete their work. The receiving teacher will not discuss what led to the time out.

**C:** In the case of very poor or challenging behaviour, a pastoral support worker or member of the senior leadership team may be asked to collect a child for Time Out C. They will attempt to diffuse the situation and encourage the child out of the room. Once the child has had time to recover, they will speak with them and try to determine the reason for their behaviour. They will later either return the child to class or make alternative arrangements for them to be supervised completing their work elsewhere.

## **5. Repair**

After a child has completed Time Out A, B or C, their teacher or assistant teacher will facilitate a restorative conversation to try to determine the reason for their behaviour; help them understand the impact of this on themselves and others; and provide an opportunity to repair relationships and move forward positively. This will take place away from others, as soon as is possible and practical [i.e. the child is ready to engage]. In addition to this conversation, the child will also be instructed to join the teacher for a 'five-minute think' at an appropriate time.

### **Two-Minute and Five-Minute Think**

- Following an incident of poor or challenging behaviour, a child may be instructed to spend time with their teacher or assistant teacher having a 'two-minute or five-minute think'.
- This may be completed at the start of break, start of lunch or end of the day and allows time for them to reflect on their choices and what they will do differently in future.
- It always ends with a smile and positive word of support or encouragement from the adult.

### **Completing Unfinished Work**

- Where poor or challenging behaviour has prevented a child from completing their work, opportunity will be made for them to finish this at another point in time.
- This may be during a different lesson later that day or it may mean giving up five to ten minutes of their lunchtime, after they have eaten, to finish the work.
- Unfinished work may also be sent home to be completed and brought back the next day.

### **On Report**

- In the event of persistent poor or challenging behaviour, a child may be placed on report.
- This decision is made by their teacher in agreement with the head or deputy headteacher.
- Individual targets relating to their behaviour are set and discussed with the child.
- Each week is broken into 25 sessions with space for a sticker or comment to be made.
- The child reports to the head or deputy headteacher at break, lunch and the end the day.
- Their progress is reviewed and support or encouragement is provided as required.
- A child must complete two consecutive successful weeks on report before being removed.

### **Pastoral Support Plan [PSP]**

- Some children require a more individual approach to positive behaviour management.
- They may have specific needs or be dealing with challenging circumstances outside school.
- Our approach to supporting these children will be set out in a Pastoral Support Plan [PSP].
- These are written by the child's teacher, assistant teacher and the SENCo.
- They detail useful background information about the child; possible stressors and triggers; and agreed adult responses and de-escalation strategies to be used when they are in crisis.
- Pastoral Support Plans also set out reasonable and proportionate consequences for specific poor and challenging behaviours displayed regularly by the child.
- Plans are shared with the child, all staff who work with them and their parents or carers.
- This ensures that everyone is 'on the same page' and that a consistent response is given by all adults when the child demonstrates poor or challenging behaviour.
- Plans are reviewed and updated regularly. Any changes are shared with all stakeholders.
- A template for Pastoral Support Plans is contained in Appendix 5.

### **Appendix 3: Happy Lunchtimes**

Lunchtimes are an unusual time of the day, inasmuch as children gather in larger numbers; take part in less-structured activities; and are supervised by an entirely different team of staff. For this reason, Granby Primary School has introduced a bespoke approach to encouraging positive behaviour and managing poor or challenging behaviour: 'Happy Lunchtimes'.

#### **The Zone**

- This is a special area of the playground, which is led by a member of the lunchtime team.
- A different fun and engaging activity takes place each day.
- All children are encouraged to join in with this and try something new.
- Inclusion is valued above all else. In the Zone the #1 rule is: 'everyone is welcome'.

#### **Lunchtime Challenges**

- Each week, the lunchtime leader introduces a new playground challenge.
- Children are encouraged to join in and compete with others to complete the challenge.
- Year group winners and runners-up are awarded certificates in our celebration assembly.

#### **Rewards and Recognition**

- Children who demonstrate positive behaviour or attitudes are rewarded with pompoms.
- These can be given for a range of reasons, for example: good table manners; being polite and respectful; playing nicely with others; sportsmanship; or being a good friend.
- Pompoms are collected in a rack of tubes with one for each class in the lower/upper years. [NB: A similar system is currently under development for the early years.]
- At the end of each week, the pompoms are counted and the winning class in each phase is awarded the 'Golden Lunchbox' in our celebration assembly.
- This contains a whole class reward, such as a movie afternoon or a non-uniform day.
  
- Each week, lunchtime teachers are also on the lookout for children going over and above.
- These children are rewarded with a 'Happy Lunchtime Award' in our celebration assembly.
- Certificates specify the teacher who gave the award and the reason the child received it.
  
- At the end of each half term, two exceptionally well-behaved children from each class are invited to eat their lunch on the 'Table of Awesomeness' in one of the dining halls.
- This table is finely decorated, with special crockery and cutlery. Children are joined at the table by lunchtime teachers who serve them with drinks and spend time with them.

#### **Consequences**

- Children who demonstrate poor or challenging behaviour at lunchtime are spoken to by a lunchtime teacher and given a positive word of encouragement or correction.
- Where this behaviour persists, children are asked to stand with a lunchtime teacher and complete a 'two-minute' think. This changes to a 'five-minute think' if they refuse.
- Once this has been completed, they are dismissed with a smile to have a happy lunchtime.
- Senior leaders are on call to support with any children who do not respond appropriately.



## Appendix 5: Pastoral Support Plan [PSP]

<b>Granby Primary School</b> <b>Pastoral Support Plan</b>		
Name		
Date of Plan	Review Date	
Background Information		
Anything relevant that contributes to the individual's stress, e.g. family history, learning needs, etc.		
Stressors/Triggers		
Medical Conditions		
What might the child be thinking?	What might the child be feeling?	
Toolbox		
Key Adults		
Praise Points/Strengths	Diversion Strategies/Interests	De-escalation Techniques
Behaviour Indicators		
Stage 1: Anxiety Behaviours	Stage 2: Defensive Behaviours	
Child:	Child:	
Adult Response:	Adult Response:	
Stage 3: Crisis		
Child:	Adult Response and Agreed Consequences:	
Stage 4: Recovery	Stage 5: Depression	
Child:	Child:	
Adult Response:	Adult Response:	
Stage 6: Restore and Repair		
Child:	Adult Response:	
Supportive Structures Around the Child		
Interventions		
[e.g. volcano in my tummy, therapy activities, emotions work, etc.]		
Advice and Support from External Agencies		
[e.g. SEMH, Educational Psychologist, Family Support, Paediatrician, etc.]		
Support Arrangements		
[e.g. School Contract, Element 3, Request for Education, Health and Care Plan (EHCP), etc.]		

## Appendix 6: Positive Handling Plan [PHP]

<b>Positive Handling Plan and Risk Assessment</b>		
Name:	Date of Plan:	Review Date of Plan:
<b>School:</b>		
Relevant background info that contributes to the individual's stress, e.g. family history or learning needs		
Stressors/Triggers		
Medical Conditions		
Previous Critical Incidents (date, time and outcome)		
What might he/she be thinking? ..... What might he/she be feeling? ..... .....		
<b>Toolbox</b>		
Key Adults:		
Praise points/strengths	Diversion strategies (interests)	De-escalation techniques
© Copyright Leicester City Council Primary StMH Team		

  

What does the behaviour look like?	
<b>Stage 1 Anxiety Behaviours</b> Child  Adult Response:	<b>Stage 2 Defensive Behaviours</b> Child  Adult Response:
<b>Stage 3 Crisis</b> Child's Behaviours  Adult Response: Scripts: e.g. I'm here to help, there's no need to worry, you're not in trouble, let's go to your calm area  Physical Interventions/Techniques: e.g. single elbow, helpful hug, inside elbow, wrap, etc.  Continued De-escalation ideas:	<b>Stage 4 Recovery</b> What will they do?  Where will they go?  Who will they go with?
<b>Stage 5 Depression</b> The child may seem calm but are they? Can they follow a simple instruction? Are they willing and ready to engage? Or are they resistant and reluctant? Try a small directed task with them before going back to class.  <b>Do not be tempted to talk about the incident with the child at this point!</b>	<b>Stage 5 Depression</b> Child's Behaviours  Adults' Behaviours
<b>Stage 6</b> Context of debrief: with who and where?  Approximately how long after the incident?  (See separate sheet for debrief structure)	<b>Stage 6</b> Opportunity to rebuild and repair relationships?
© Copyright Leicester City Council Primary StMH Team	

  

Supportive Structures Around the Child	
Interventions (e.g. volcano in my tummy, therapy activities, feelings and emotions work)	
Advice and Support from External Agencies (e.g. SEMH, EP, Family Support, Paediatrician)	
Support Arrangements (e.g. ISP, PSP, School Contract, Element 3, Request for Statutory Assessment)	
Parents/Carers: Teacher Young Person	Name: Name: Name:
<b>Recording and Monitoring</b>	
Record in Physical Intervention Book	<input type="checkbox"/>
Report to Senior Leadership (ASAP)	<input type="checkbox"/>
Report to Parents (within 24 hours max)	<input type="checkbox"/>
<b>Review Plan</b>	
(Annotate the Positive Handling Plan: What was the stressor/trigger? What worked well? What could be tried differently next time? Physical intervention required: Yes or No? Write in a different colour each time and date and sign this.)	
Review completed by: Date: Pen Colour:	
Review completed by: Date: Pen Colour:	
Review completed by: Date: Pen Colour:	
Review completed by: Date: Pen Colour:	
<b>Review the entire plan (and re-type) every 12 weeks</b>	
© Copyright Leicester City Council Primary StMH Team	