



Ralph Sadleir School

Policy for Positive Behaviour and Restorative Practice

Ralph Sadleir Restorative Practice Statement

*Ralph Sadleir is a school community that promotes the nurture and support of every pupil. We value everyone's unique worth and contribution and encourage the empowerment of every member to achieve their fullest potential, enabling them to take each opportunity that presents itself so that aspirations can be achieved in a **safe, caring and positive** environment.*

Our school is a place of safety where firm boundaries guide and support us all; where high expectations lead to lifelong learning; where care and respect build resilience, self-esteem and self-belief.

Every member of the Ralph Sadleir community has the right to:

- *learn in a **safe, caring and positive** environment*
- *feel respected*
- *be treated fairly*

Introduction

What is Restorative Practice?

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

At Ralph Sadleir, we believe that every member of our school community should have an equal opportunity to achieve their full potential in a **safe, caring and positive** environment regardless of race, colour, gender, disability, special educational needs or socio economic background. We like to work alongside parents and carers so pupils are encouraged to develop as fully as possible. We want to help our pupils to grow socially, personally and academically and the aim of this policy is to promote positive attitudes to behaviour.

We consider that it is the right of all our pupils to be educated in an environment free from disruption or upset by others.

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This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practice aims to build the Ralph Sadleir community and to repair and strengthen relationships within our community.

The school embraces Restorative Practice (RP) as a means of empowering staff to be successful and effective practitioners within all areas of the school, raising standards and achievement and developing aspirational, motivated and responsible pupils.

All aspects of restorative practice are aimed at developing relationships within the school community. Staff also model positive behaviour for the children to witness and experience.

We believe that good behaviour needs to be carefully developed. We think our pupils learn best when they are clear about what it is that they need to do. This policy sets out:

- *What we mean by good behaviour.*
- *What we think are the benefits of good behaviour.*
- *How we encourage good behaviour in school.*

Policy Aims

- To develop a school culture which promotes positive relationships within the Ralph Sadleir community and beyond.
- To provide support for pupils who are experiencing peer conflict.
- To help improve pupils' ability to accept the perspectives of others, promoting mutual understanding between peers.
- To reduce the number of reported incidents of bullying by ensuring a long term resolution between peers.
- To restore relationships between pupils and staff following incidents through reflection and discussion.
- To reduce the impact of peer conflict / bullying on the mental health of young people.
- To enable pupils to develop a sense of self-worth, respect and tolerance for others, promoting mutual understanding between peers.
- To maintain a consistent and orderly environment where all pupils and staff at Ralph Sadleir feel safe, secure and respected, both inside and outside of the classroom, enabling everyone to work positively and learn.

Effective Restorative Practice promotes awareness of how others have been affected by inappropriate behaviour and the impact of this. By actively engaging with participants in a process which separates the deed from the doer, participants are provided with the opportunity to make amends for the harm caused. Restorative Practice acknowledges the intrinsic worth of the person and their potential contribution to the Ralph Sadleir community.



Our Core Values:

- **Respect**
- **Achievement**
- **Learning**
- **Perseverance**
- **Happiness**
- **Independence**
- **Encouragement**

These core values underpin the school's ethos and should be followed by all members of the Ralph Sadleir community. We also promote British values through the curriculum, school displays, assemblies and *Thought for the Week*.

A Restorative Practice framework will:

- Improve behaviour and attitudes.
- Provide explicit direction within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.
- Improve relationships; establish rights, accountabilities and responsibilities within the community.
- Provide a safe, caring and positive basis for staff, pupils and parents/carers to share ideas and discuss issues.

There are 3 key elements of Restorative Practice at Ralph Sadleir. These are:

- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.

The three principles of Fair Process

1. Engagement – *involving all participants in the process.*
2. Explanation – *shared understanding.*
3. Expectation clarity – *clear vision for the future.*

When an incident has occurred, set questions are asked by staff to the offender and then to the victim, to resolve a situation:

Restorative Questions

1. **When following up on behavioural issues:**
 - *What happened?*

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- *What were you thinking about at the time?*
- *How did that make you feel?*
- *Who else has been affected and how?*
- *How do you think it made others feel?*
- *What do you think you need to do to make things right?*
- *What could you do differently next time?*

2. When helping those who have been affected:

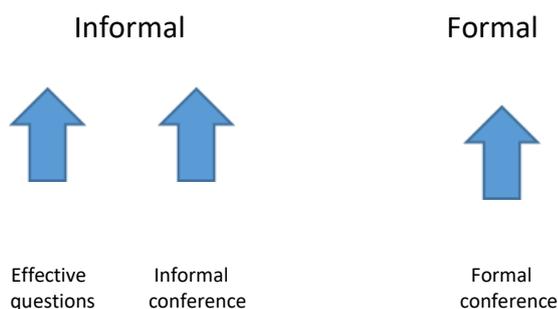
- *What happened?*
- *What did you think when you realised that this had happened?*
- *How did that make you feel?*
- *Who else was affected and how?*
- *What impact has the incident had on you and others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen to make things right?*

The questions are asked as part of an informal or formal conference. In using this approach the emphasis is on developing relationships through the offender accepting responsibility for what they have done and making decisions about more appropriate future actions using a problem solving approach. It also enables the victim to sense closure and that the offender has faced up to their actions.

The member of staff acts as facilitator. **It is the pupils themselves, who come up with the solutions.**

At Ralph Sadleir School, staff should use the fair process wherever possible to promote the building of positive relationships; to challenge inappropriate behaviour and repair harm. It is our aim that our entire school community follows this Restorative Practice framework.

The Fair Process



Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.



It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer.

Parents and Carers

Pupils' learning is enhanced by a positive relationship between home and school.

Parents and Carers can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

Ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag.
- Communicating with staff.

Communicating effectively with staff by:

- Reading and responding appropriately to school letters.
- Ensuring contact and any concerns are always made/reported to their child's form tutor in the first instance.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents' evenings and school meetings.
- Informing the school of absence by telephoning on the first day and each subsequent day.

We expect parents/carers to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the Headteacher, who will take appropriate action, which may include reporting incidents to the Police and / or the relevant health and safety personnel in the local authority, who will take appropriate action. Staff may choose to consult their union representatives for legal advice and / or representation.

If the school has to use reasonable consequences to correct a child's behaviour, parents and carers should support the actions of the school. When children receive consistent messages regarding behavior and associated expectations, this assists the child in understanding exactly what is expected of them.

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If parents and carers have any concern about the way that their child has been treated, they should initially contact the Form Tutor. If, after discussion with the Form Tutor, the concern remains, the matter can be discussed with the Heads of Year for Years 5 and 6 (HoY) or the Pupil Progress Coordinator (PPC) for Years 7 and 8. If, after the discussion with the HoY or PPC, the concern still remains, the issue may be referred to the Senior Leadership Team (SLT). If the issue still remains concerns can be passed on to the Chair of the Local Governing Body. All contact details are listed on the school website.

We feel that all of the above is most effectively achieved when we work in partnership with parents and carers.

If parents and carers are concerned with any issues regarding behaviour, the person to speak to first is the child's Form Tutor. The school's aim is to promptly address these issues to a satisfactory conclusion. Parents and carers can be assured that their children will receive support when they need it and, above all, they are welcome in school to discuss their children's progress in a positive atmosphere, subject to Government guidelines regarding COVID-19.

Check-ins, check-ups and check-outs

Each week, every pupil participates in a check-in, where they say how they are feeling. The purpose is to share how they feel with the rest of the class who are then made aware if they are not feeling good and as a result can offer ways to support their peers throughout the week or offer possible solutions to support them. During the middle of the week, each pupil is invited to participate in a check-up, which provides him or her with an opportunity to say how his or her week is progressing. At the end of the week, a check-out is undertaken to ensure that pupils have the opportunity to share any unresolved issues. Check-ins, check-ins and check-outs are undertaken during Tutor Time.

What do we mean by discipline?

Discipline is not control of children. When pupils' lives and behaviour are too regulated by others, they feel no need to control themselves, since others do it for them. An important long-term goal is to facilitate the development of resilience and self-discipline. We believe that discipline is about leading by example, guiding and encouraging pupils within a framework of rights and responsibilities to consistently think about what they do and make good choices. These should work together to create a caring community atmosphere.

We have many approaches within our school to accomplish our aims, but the intended outcomes are exactly the same, irrespective of the age or ability of the child, in order to highlight positive behaviour and raise children's self-esteem.

Pupils are taught '*You OWN your OWN behaviour*' to encourage them to take full responsibility for their actions and also to think about the consequences if they make the incorrect choice.

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Benefits of pro-social behaviour

By encouraging good behaviour, we know we will be supporting our ethos at Ralph Sadleir, one that aims to foster a safe, caring and positive attitude to life. We aim to promote self-image and respect for the attitudes and values of others.

We encourage pupils to play an active role in their education and to develop their self-confidence. We aim to create an environment in which pupils can achieve their full potential and do as well as possible in their learning. We want them to have a sense of identity with their school and show a high degree of self-motivation.

As a school, we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling effective learning and teaching to take place, and our children are free to realise their potential.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear intentions, understood by the pupils and differentiated to meet the needs of pupils of different abilities. Feedback and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupils' efforts are valued and that progress matters.

Classroom management

Classroom management and teaching and learning approaches have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged and labelled to aid accessibility and reduce uncertainty and disruption.

Displays should exemplify expectations of standards and provide prompts to aid learning and to help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming environment.

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Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour, as well as excellent work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Hertfordshire STEPS Approach

The majority of our pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective restorative behaviour policy that encompasses preventative strategies for managing difficult and dangerous behaviour in relation to the whole school, each class, and individual pupils.

Physical intervention (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or PI with pupils, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs. Any PI will be in line with the Hertfordshire STEPS Approach.

Reward Systems

There are times when we feel it is appropriate to acknowledge good behaviour in a special way. See Appendix 1.

Restorative approach to behaviour management (Difficult and dangerous behaviour)

See Appendix 2.

The restorative approach permits flexibility when applying the policy in terms of addressing anti-social behaviour. Adjustments may be made to support pupils with identified special educational needs and/or disabilities and/or recognised vulnerabilities.

Roles

The Role of the School Council and House Officials

(Covid restrictions may affect how these roles can operate)

The School Council meets every half term. The School Council consists of children from all year groups. Classes have two elected members on the School Council. School Councilors have their



photographs displayed on the School Council board so that they can be identified throughout the school.

As part of their duties the School Council and House Officials discuss behaviour across the school. They also play a major part in modelling good behavior and deciding on activities that spread a positive message around the school. House Officials are members of Year 8 who apply for these positions and are elected by members of staff. There are 2 House Captains, 2 Vice House Captains and 2 Sports Captains for each House. House Officials have their photographs displayed on the House Board.

The Role of School Staff

All school staff have a responsibility to uphold the *Positive Behaviour and Restorative Practice* policy.

All staff should ensure that pupils move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Pupils should be made aware that rough play and potentially dangerous behaviour is unacceptable.

The Role of the Form Tutor and Subject Teacher

We are aware that good classroom organisation and the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Ralph Sadleir School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all pupils, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving PPC/HoY and/or the SLT as appropriate. Teachers expect that parents/carers will behave in a reasonable manner towards them as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

Role of the Governors

The Governing Body has the responsibility of setting out general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher and the SLT in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school *Positive Behaviour and Restorative Practice* policy, but governors may give advice to the Headteacher about particular disciplinary issues.

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Role of the Headteacher

It is the responsibility of the Headteacher to implement the school's *Positive Behaviour and Restorative Practice* policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the well-being and safety of all members of the school community.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

Monitoring and review

The monitoring of this policy is the responsibility of the Deputy Headteacher (Pastoral) and the Headteacher in liaison with the Governing Body. The work of the SENDCo also involves supporting colleagues in this area, being informed about current developments and providing strategic direction.

This policy will be monitored annually and reviewed in line with the policy review cycle.



APPENDIX 1

Rewards

Reward	
Merit	Outstanding effort/work/attitude to learning. Positive contribution to lessons. Positive contribution to school life. Consistently displaying Ralph Sadleir values.
Merit certificates will be awarded for the following merit milestones: 10 merits = Bronze certificate 25 merits = Silver certificate 40 merits = Gold certificate 60 merits = Platinum certificate 80 merits = Diamond certificate 100 merits = Headteacher's certificate	
Email/Phone call home	Excellent effort/work/attitude to learning over a period of time. Consistently displaying Ralph Sadleir values. Significant improvement with behaviour, effort or work. To convey any other positive messages.
Commendation Letters	Working hard in lessons throughout the term.
Ralphie of the Month	Awarded to the pupil in each year group who has demonstrated commitment to behaviour for learning and Ralph Sadleir values.
House Points	Awarded for entries into House competitions and are added to merit totals, which count towards the House Cup.



APPENDIX 2

Difficult and Dangerous Behaviour

Difficult behaviour

Each teacher is responsible for managing difficult behaviour within the classroom. Difficult behaviour is defined as: Behaviour that is antisocial, but not dangerous.

For all instances of difficult behaviour, there will be a period of reflection time. The aim of the reflection time is to reflect, restore and repair, following an incident. There is no stipulated time for this reflection and sufficient time will be allocated for each matter to be resolved appropriately for all involved.

There may be occasions where parents/carers are invited to attend a meeting should there be repeated incidents of difficult behaviour.

Dangerous behaviour

Where appropriate, dangerous behaviour may be referred to Heads of Year/Pupil Progress Co-ordinator/Heads of Faculty or the Senior Leadership Team. Dangerous behaviour is defined as: Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Dangerous behaviour may result in a fixed-term or permanent exclusion. We do not take these decisions lightly and will avoid exclusions where possible. Following a fixed-term exclusion, it is compulsory for parents/carers to attend a re-integration meeting with their child.

Mobile phone misuse

Inappropriate use of mobile phones will be dealt with in line with the school's mobile phone expectations. Please refer to the expectations document for details - this can

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be found on the school website. Deliberate breaches of the mobile phone and wearable technology expectations will be dealt with as listed below.

The lists in the tables below are non-exhaustive.

Fixed-term exclusion	Staff responsible
Deliberate breach of mobile phone expectations	Headteacher or SLT members deputising for the Headteacher
Deliberate breach of wearable technology expectations	
Persistent bullying	
Swearing at or about a member of staff	
Intimidation of a staff member	
Serious disruption to the school day	
Criminal offences	
Behaviour which endangers the safety of others	
Bringing the school into disrepute (outside of school)	
Refusal to follow SLT's instructions	

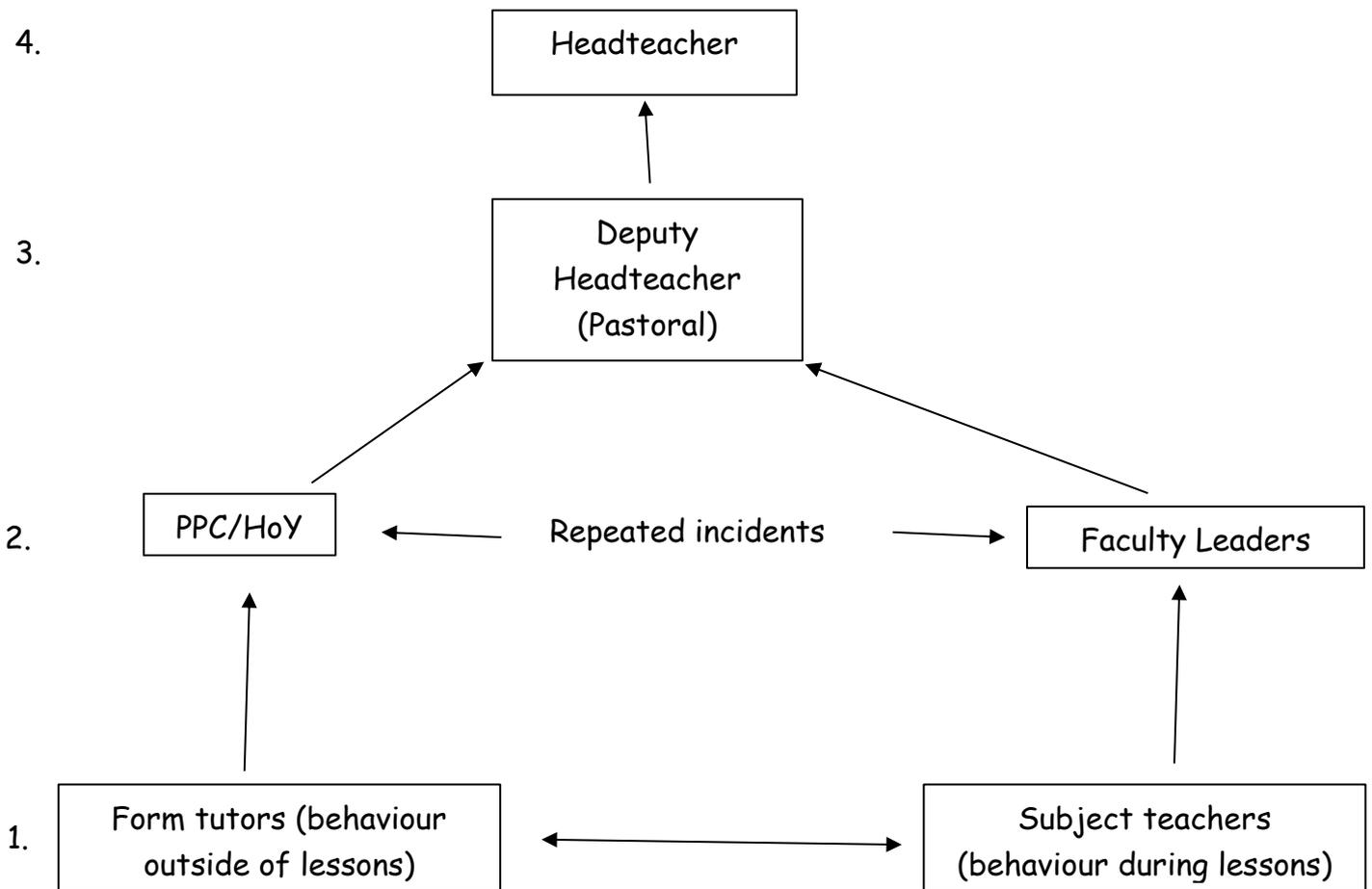
Permanent exclusion	Staff responsible
Persistent disruptive behaviour	Headteacher
Repeated fixed-term exclusions	
Possession of a weapon with intent to use	
Possession of and/or use of any illegal substance	
Violence towards staff members	
Other serious criminal offences	



APPENDIX 3 - Behaviour support flow chart

Behaviour support flow chart

The flow chart below provides guidance for the channels of support for managing behavioural issues.





Almost all issues/concerns should be resolved at Stage 1 through discussions and reflection time. Inform parents/carers via email, phone call or meeting. If the matter persists or poor behaviour continues then the matter could be referred to Stage 2. Discussion with the PPC/HOY, Faculty Leader and SENDCo can occur at any point but the matter should not be escalated until all avenues at Stage 1 have been exhausted. If Midday Supervisory Assistants (MSAs) require support during lunch they should liaise with the SLT or the PPC/HoY on duty.

APPENDIX D - COVID-19

During periods of lockdown, where the school has put clear measures in place regarding social distancing and health & safety, any pupil who deliberately or persistently endangers the safety of others may find they receive a period of fixed-term exclusion.