



**Samuel Allsopp**  
Primary & Nursery School

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# Policy for Promoting Positive Behaviour and Restorative Practice

<b>Policy last reviewed and updated by Governors:</b>	<b>16<sup>th</sup> January 2025</b>
<b>Date interim amendments made (if any):</b>	
<b>Date for next review:</b>	<b>16<sup>th</sup> January 2027</b>

## **Policy Consultation & Review**

The Deputy Headteacher will update the behaviour code we publish, at least every year.

This document will be reviewed by the Governing Body and Headteacher at least every year.

This document will be approved by the Governing Board.





## **1. Principles/Links with Mission Statement**

Samuel Allsopp Primary and Nursery School aims to create a positive environment where we expect the highest standards of behaviour, conduct, support and encouragement from all members of the school community. We base our teaching and ethos on these values to:

- Enable all pupils to achieve their potential.
  - Develop an atmosphere/ a climate of mutual respect.
  - Ensure all children have equality of opportunity.
  - Encourage partnerships between home and school (see Home/School Partnership Agreement) and other agencies.
  - Use a variety of teaching approaches in order to involve, inspire and motivate our pupils, meeting the needs of individuals.
  - Ensure good behaviour is rewarded and sanctions for inappropriate behaviour are applied consistently.
  - Ensure appropriate action is taken to reduce the risk of inappropriate behaviour.
  - Expect adults to model positive behaviour.
- All members of the school community will adopt these principles.

## **A place where children CAN**

### **2. We believe in an inclusive education**

We place inclusion at the centre of our philosophy and aim to deliver a broad, balanced and inclusive curriculum. We achieve this by:

- Having processes in place to support early identification of need including those of new arrivals.
- Ensuring collaborative working practices with relevant agencies are embraced.
- Employing effective strategies to support development of an active partnership between home and school.
- Having flexible groupings and quality teaching.
- Provide with a range of opportunities for variable staff to pupil ratio to support individual need including dyslexia.
- Providing a range of enrichment opportunities in all key stages.
- Ensuring there are opportunities within the curriculum to support the development of positive social/emotional and behavioural skills and values.

### **3. Roles and Responsibilities**

We find that children learn more effectively and behave better when they understand what is expected of them and they are positively encouraged to behave well and do their best.

At Samuel Allsopp Primary and Nursery School we have therefore agreed that consistency, consensus and mutual support will help to make good behaviour the norm.

Expectations and boundaries are clearly defined, as are the consequences of non-conformation. Expectations and consequences should apply consistently.

Adults and peers provide good role models and appropriate behaviour is outlined in our school codes which are displayed around school.

Everyone has the right to be respected.

## **Roles and Responsibilities**

### **Parents**

- Send children to school fed, rested and equipped for learning.
- Praise, acknowledge and reward their child for good behaviour.
- Support good behaviour by being aware of expectations and reinforce our school codes.
- Where appropriate, attend school meetings and support strategies suggested by the school.
- Communicate with school about any concerns or change of circumstance.
- Report any concerns, especially incidents involving bullying behaviour to school so that we can deal with them quickly.
- Support Home School partnership to discuss school codes and behaviour policy.

### **Pupils**

- Follow our school codes.
- Follow reasonable instructions by school staff.
- Accept sanctions in an appropriate manner.
- Act as positive role models to others both in school and when off the school premises.
- Show respect for staff, peers and our school environment.
- Never harm or bully other people in our school (verbal or physical).
- Cooperate with systems and arrangements put in place to support individual needs.

### **Staff**

- Be aware of children who have specific needs and the content of any plans.
- Support behaviour programmes and strategies identified for individuals.
- Monitor individuals experiencing difficulty.
- Reward and praise consistent good behaviour using systems and programmes within class/school.
- Report and discuss any concerns to relevant class staff and members of SLT and log on CPOMs.
- Contribute to the development, delivery and monitoring of support programme.
- Apply sanctions and rewards consistently and fairly.
- Deal with situations which arise in a consistent and fair manner, which considers the context within which it occurred.
- Record all incidents of racist remarks/behaviour on CPOMs and alert member of SLT.
- Be role models of good behaviour by displaying what we expect from children.

### **Lunchtime supervisory staff**

- Lunchtime staff are allocated to a specific year group so children have a consistent adult and the adult knows the class and children within it. (Specific allocation during wet break, children can go to any adult to gain support on the yard)
- Lunchtime staff are aware of children who have medical, emotional, behavioural needs.
- Deal with situations which arise in a consistent and fair manner, which considers the context within which it occurred.
- Record all incidents and pass to the class teacher.
- If an incident occurs during lunchtime, the lunchtime staff are all allocated with a Carbon copy book, this is where they use the restorative practice conversation (which is printed out on their book front cover) to find out what happened and the details as they talk through the incident. Here the lunchtime supervisors will then note the outcomes. The

original copy will be given to the class teacher to log on CPOMs and the books will then stay in school (designated area in the office).

#### **Headteacher/Samuel Allsopp Leadership Team (SLT)**

- Give staff necessary access to professional development relative to behaviour.
- Support all staff in developing confidence and the necessary strategies when dealing with difficult situations.
- Reward and praise actions of good behaviour whenever possible.
- Ensure that the content of this policy is consistently applied by all Staff.
- Liaise with staff and discuss children with parents where there are particular concerns (by letter, telephone and where necessary, arrange a meeting).
- Liaise with other agencies as and when necessary.
- Monitor the use and content of CPOMs.
- Address all bullying incidents as outlined in this policy immediately.
- Be a point of contact during the school day.
- Be role models of good behaviour by displaying what we expect from children.
- Liaise with parents and other agencies where there are concerns.

## Appendix 1

### Belonging to a positive School

#### School Codes

- Be Safe and Happy
- Be Respectful
- Learn More

#### Consequence

1. A reminder of behaviour expectation
2. Second offence reminder of behaviour and restorative conversation
3. Short time consequence (in class)
4. Further offence, reflection time in other class
5. Send to SLT for violence, foul language, disrespect to others, non-compliance to school rules
6. Headteacher consequence
7. Parental involvement

Remember these sanctions vary according to the severity of the behaviour.

For children not completing their homework/classwork, this should be dealt with by the class teacher and inform the parents. If there is no improvement after four weeks, then the teacher should consult with SLT.

#### Rewards

1. Whole school Dojo Points
2. 5 a day Dojo points for being ready for school and learning
3. Improved behaviour celebrated with child and SLT
4. Recognition of behaviour during weekly Celebration assembly

#### Things to Address

- Dining room behaviour
- Classroom routines to be sharply focussed
- Consistent use of Restorative Practice for Behaviour Management

#### Dining Room Codes

- Use your quiet voice
- Use your knife and fork
- Say please and thank you
- Walk in school
- Wait in turn

### **Victoria Road**

Staff escort children to dining room.

### **Orchard**

Lunchtime supervisors to escort children into the dining room.

### **Consequence**

- Warning
- Timeout (by wall in playground or dining room)
- Move to another table
- Name, class, what happened, where it happened, time it happened, what led up to the event, actions taken by lunch staff (including brief details of any restorative conversation or any consequence issued) in Lunchtime book

### **Indoor**

1. Warning
2. Move to another table
3. Name in book
4. Sent into SLT

### **Outdoor**

1. Warning
2. Time out (by wall)
3. Name in book
4. Sent into SLT
5. HT



## Appendix 2

### Developing a positive anti-bullying environment

#### Strategies for children to use:

- **EMPOWER** pupils with the phrase “Don’t Suffer in Silence” and TELL
- Discuss with the children what they think of as bullying
- Assure pupils that they can confide in all the staff and that their concerns will be dealt with, they need to know that we care about bullying
- Assure the children that it is not wrong, sneaky or been a ‘snitch to ‘tell about bullying
- Consider where, when and by whom bullying **MAY** occur and try to stop the situation from arising in the first place
- Make sure that new pupils know about the anti-bullying policy
- Support the bullied and the bully
- Cover aspects of bullying through the curriculum, social training is just as important, if not more so, than subject knowledge
- Follow agreed procedure
- Reinforce School Codes

#### How to recognise Bullying Behaviour

- Can be a one-off activity
- Is deliberately hostile
- Causes distress to one or more people
- Can be generally persistent
- Involves an imbalance of power
- Is violent

#### It includes

- Threats of violence (both verbal and non-verbal)
- Ignoring/shunning/marginalising
- Teasing, name calling, ridiculing /mimicking/sarcasm
- Interfering with property
- Racially offensive remarks and/or behaviour
- Sexually offensive remarks and/or behaviour
- Incitement by others to commit an act of bullying
- Graffiti designed to intimidate and/or embarrass
- Fighting (even between equals)
- Demanding money, material goods and /or favours through intimidation or force
- Forgetting to repay a loan
- Borrowing equipment without permission/damaging another’s possessions/efforts
- Vandalism
- Invading privacy
- Cyber bullying

### **Recognising Bullies and the Bullied**

- Bullies can be boys and girls, children or adults - adult bullies can be particularly threatening
- May be academically low achievers
- May be achieving as well as if not better than their peers
- May be unpopular or insecure or be quite secure and happy
- It is not easy to spot who may or may not be a bully

### **Bullies tend to....**

- Have assertive, aggressive attitudes
- Lack empathy, they cannot imagine what a victim feels
- Tend to lack guilt, they may rationalise that the victim somehow 'deserved' the bullying treatment
- May have low self esteem
- Need love

### **The bullied may be....**

- New to the class or school
- Different in appearance, background or speech from other pupils
- Suffer from low self-esteem and are more nervous or anxious
- People who demonstrate 'entertaining' reactions when bullied e.g. tantrums, loss of control
- People who bully other children or adults

### **Possible Signs**

These are not strict guidelines, only possibilities. The victim may just be a child who is in the wrong place at the wrong time and who reacts wrongly.

- Absences
- Deterioration of work or of behaviour
- Isolation or withdrawn behaviour
- Pupils wishing to remain with adults
- Pupils missing certain lessons

### **Children may**

- Be frightened of walking to or from school
- Be unwilling to go to school or beg you to drive them to school
- Change their route to school
- Begin doing poorly in their school work
- Come home regularly with clothes or books destroyed
- Come home hungry because their dinner money has been taken
- Become withdrawn, start stammering
- Become distressed, stop eating or cry themselves to sleep
- Attempt suicide
- Have nightmares or even call out "leave me alone"
- Have unexplained bruises, scratches, cuts etc
- Have their possessions go missing
- Ask for money or begin stealing money (to pay the bully or bullies)
- Continually 'lose' their pocket money
- Refuse to say what's wrong / become uncommunicative
- Give improbable excuses to explain any of the above

### **Bringing bully and bullied together**

In some circumstances it may be deemed appropriate for the bully to be confronted, in a controlled manner, by the bullied so that he/she has the chance to realise the effect his/her actions. Bullies may not be aware that their actions are bullying or what the effect of their actions is.

## Appendix 3

### Use of reasonable force to control or restrain pupils

*Please see Policy for Restrictive Physical Intervention*

Linked to the 'Duty of Care' (School Teachers' Pay and Conditions), teachers must act in Loco Parentis for all the children in their charge at any time.

The following guidelines are designed not only to enable staff to fulfil the 'Duty Care' but also to protect themselves against possible harm or litigation.

Minimum force should always be used. NOT as a punishment. Interventions may include:

- Physically interposing between pupils
- Standing in the way of a pupil
- Holding, pushing or pulling
- Leading a pupil away by hand or gentle pressure on the centre of the back
- In extreme cases, more restrictive holds may be used but only by personnel who have been trained in physical intervention. Only when other adult witnesses are present should this be used.

Situations requiring the use of force will fall into one of the following categories:

- Where the action is necessary for self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury or significant damage to property
- Where good order or discipline are compromised

All incidents of restraint **MUST** be reported to the HT and recorded on CPOMs ASAP.

Information should include:

- Names of pupils involved
- Time of incident
- Place and brief description
- Names of adults involved

Where the incident has been prolonged or required the use of considerable force the above information should also include:

- Witness statements (signed)
- Description of events leading up to incident
- The pupil's response
- Details of outcomes of incident

In recording serious incidents:

- Parents/Guardians/People with parental responsibility should be informed of the incident by the HT
- The LA and Chair of Governors should be informed

## Appendix 4

### Suspension Procedures

Having tried and exhausted other actions the HT may feel it is necessary to suspend a child for a specified period of time.

The procedures for this process are identified in the Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (Guidance for maintained schools, academies, and pupil referral units in England) August 2024.

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

The Chair of Governors will be notified of the suspension, reason and time period of the suspension.

It is usually the case that the HT will invite the parent to school to discuss the situation before suspension begins. **ALL** suspensions must be recorded in the appropriate document.

A letter, explaining the circumstances of the suspension must be sent to the home if the parents and HT are unable to meet. It is usual for such a letter to be delivered by a member of staff.

Any suspension of more than three days should include homework. Procedures and arrangements for homework and the marking of it should be explained to parents.

Any suspension in excess of 5 days delegates responsibility to the Governing Body to arrange for additional education for the child (e.g. home tuition/short term placement in a Pupil Referral Unit - PRU).

## Appendix 5

### Restorative practice and behaviour management

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school codes of Be Safe and Happy, Be Respectful and Learn more. On occasions when these codes are not being respected, we use restorative practice to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Practice we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative Practice encourages pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love when dealing with behavioural situations.

#### What is Restorative Practice?

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. Restorative practice, involves helping the child think through their behaviour, its consequences and what they can do to make it better. It's about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.

#### Restorative Practice in action:

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it (this can help both sides to empathise with each other and realise that situations could be handled differently and how to communicate this):

What happened?

- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?
- 

Restorative practices in schools have a number of proven benefits. Children show:

- Improved positivity, [resilience](#) and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

The overall outcome is that all children are able to identify what has happened and be able to find a solution that is different to the initial chosen one which enables them to diffuse a situation in the future.

The Governor responsible for supporting the Behaviour code is Karen Perks.

**Declaration that this policy has been submitted to Governors for perusal and approved for publication**

Signed:	Dated:
Mr Smith Head Teacher	

Signed:	Dated:
Chair of Governors Mr Symons	

