



Phoenix
Learning Alliance
"Be the best you can be"

Behaviour & Restorative Practice Policy

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1/11/2022	Alison Walker	Reviewed & Updated Document	1.1
27/2/2023	Kim Hoodless	Update to latest guidance and Team Teach	1.2d
22/3/2023	Kim Hoodless	Update to reference role of pupils	1.2

A Restorative School

Our Behaviour Policy and Guidance for Enhancing Community Relationships and Learning.

Aims

At the Phoenix Learning Alliance, we want the children in our care to feel safe, in a caring and learning environment. We aim to teach the children life skills as part of the expected curriculum requirements, such as good morals, values, attitudes and beliefs. The children, under our care and guidance, should leave school being able to make good choices for themselves, in order that they succeed and thrive personally, socially, academically and economically, in the future.

The mission statement for our schools reads:

'Be the BEST you can be'

Learning is promoted by our four Learning Attitudes;

Believe
Engage
Succeed
Try

We strongly believe that in order for children to be the BEST they can be, they need to be taught the importance of choosing responsible behaviour, which will enable them to conduct themselves appropriately in a range of situations.

Our culture is promoted through our **school values**, which all children and adults are expected to follow at all times;

- Be kind
- Be honest
- Be responsible
- Be respectful

These values are our expected behaviours. Children will be praised if they display these behaviours, and consequences will be delivered if they choose not to follow the school values. Our policy is based on POSITIVE reinforcement and the teaching of good behaviour.

The Restorative Approach:

At the schools within our Alliance, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school values. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has not followed the school values they will be asked to put things right and expected to change their behaviour so that it is not repeated. All children are supported in a constructive way to take responsibility and

accept consequences for their behaviour.

By using the Restorative Approach it allows ALL parties to have their say and be listened to.

About Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

- What happened? (Story Telling)
- How does everyone feel?
- Who has been affected by this? (Impact)
- What needs to happen now? (Solution Focus)
- How can we move forwards?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Most situations can be dealt with fairly and promptly by using the above questions. If a child continues to make bad choices, teachers refer to the school behaviour overview (**see appendix 1**).

Equality for All

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as;

- Educational Psychologist
- Behaviour support specialists
- Local PRU outreach service
- Educational Welfare Officer
- Families First Team
- Social Care

Praise and Rewards

- Verbal praise / stickers
- Children awarded BEST house points to spend in the BEST shop
- Recognition boards
- Certificates and rewards in celebration assemblies
- Providing opportunities for peers to praise each other through peer assessment and circle time
- Celebrating pupils who have 'turned their behaviour around'
- Text/dojo messages and phone calls home

Physical Contact/Use of Reasonable Force

When considering the use of reasonable force, staff at PLA follow the guidance outlined in the DfE document: Behaviour in Schools (July 2022) which states:

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

In our Alliance we recognise that for some staff physical contact is an integral part of their role, for example, in the

teaching of physical skills such as swimming and gymnastics, various forms of therapy and the administration of first aid. It is also used to reassure and comfort children.

On occasions, school staff may need to use reasonable force involving the use of positive handling techniques to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported.

Examples of circumstances when proportionate use of force may be reasonable.

- To protect people
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities

All positive handling incidents are recorded on CPOMS and parents /carers are informed. A positive handling plan, a behaviour support plan and a risk assessment will then be agreed and put in place following the incident. The school will continue to manage the situation using restorative approaches.

See **Appendix 2** for overview of procedures and processes to be followed.

Positive handling techniques should only be used by staff who are Team Teach trained. Staff must seek help from a trained member of staff if they need assistance.

Exclusion and Suspension

On occasion pupils may be asked to work in another room as a consequence of a restorative conversation. This is recorded on CPOMS as an internal exclusion and parents will be informed.

Episodes of very serious behaviour or severely and persistently disruptive behaviour may be dealt with by suspension from the school premises for a fixed period of time.

The school will follow the exclusion procedures in line with the local authority.

On return, a re-integration meeting will take place between the Head of School, member of staff, the parents and child (where appropriate) during which a behavior support plan will be agreed or reviewed.

All exclusions and suspensions are managed in line with the Gloucestershire County Council procedures and DfE guidance: <https://www.gov.uk/government/publications/school-exclusion>

Roles and Responsibilities

The Trust Board has:

- The responsibility to ensure that the school complies with this policy
- Delegated powers and responsibilities to the Head of School to ensure that school staff and pupils are aware of this policy
- Delegated powers and responsibilities to the Head of School to ensure all visitors to the school are aware of and comply with this policy
- The duty to support the Head of School and school staff in maintaining high standards of behaviour
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents/carers
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The role of School Leaders

Each school's leadership team should:

- Be highly visible and routinely engaging with pupils, parents and staff on setting and maintaining the expected behaviour culture
- Ensure that all staff are aware of and understand the Phoenix Learning Alliance behaviour policy and have appropriate induction when joining the MAT
- Consider how a whole school approach to behaviour meets the needs of all pupils in the school, including pupils with SEND to ensure that high expectations are maintained for all

The role of Teachers and Staff

When joining Phoenix Learning Alliance all staff will be asked to read and acknowledge the behaviour policy.

All Staff should:

- Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations

The role of pupils

- All pupils should be made aware of the behaviour policy and expectations relating to the school code of conduct, pastoral support and processes following an incident (this should be explicitly shared when a pupil joins the school)
- All pupils should be supported to achieve the expected behaviour standards and reminders of the school code should be given on an ongoing basis, i.e. through class discussions, assemblies and one to one situations

Partnership with Parents

Working in partnership with parents is key to ensure that all children are aware of expectations around behaviour in school. Staff should actively engage with parents to help support all pupils who may need additional support to understand and follow the PLA's behaviour policy.

Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate.

Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

A copy of the behaviour policy can be found on the School's website for parents to view.

Links with other policies:

Anti-bullying and Hate Policy
Inclusion Policy
Accessibility Plan

Appendix 1

Behaviour overview

We believe that behaviour is communication. Positive behaviour should be celebrated. Each child is unique and context is always important. Adults understand that additional needs may sometimes need to be taken into account but that doesn't mean that behaviour isn't addressed. We believe building and repairing relationships support good behaviour. This overview should be read in conjunction with the Restorative Behaviour overview.

Possible behaviours	Adult response	Appropriate consequences	Parent involvement
Listening and engaging in all Learning. Following the school values (Code) Applying the BEST learning attitudes. Using manners. Excellent attendance.	BEST points awarded. Names on the class recognition board. Smiles and positive response. Verbal recognition to parents.	Highest amount of BEST points sticker. Recognition board BEST sticker awarded. BEST certificate awarded. BEST shop. House treats given. Attendance awards given.	Invited to BEST certificate assemblies. Text message received for BEST sticker assembly. Phone call home or conversation after school to praise achievement that day.
Not listening Mildly distracted/distracting. Mildly disruptive play.	A non-verbal warning in class – a 'look', a signal or light touch on the shoulder to re-engage. A gentle reminder of positive play or the correct rules for a game.	No further consequences necessary.	No contact.
Not listening. Distracted and not changing behaviour following adult requests. Mildly disrupting others.	Adult remains unemotional. Verbal warning to correct behaviour. Check the child understands the instructions or adequate scaffolding is in place to keep them engaged. Adult makes it clear that the learning which is missed through behaviour must be completed.	Work needs to be completed in child's own time such as at break or lunch.	Phone call/conversation at home time with parents. Explain the incident will be recorded on CPOMS as behaviour incident.
Not listening. Distracted and not changing behaviour following adult requests. Actively disrupting others and deliberately disrespecting them, including physical or verbal aggression.	Adult remains unemotional. Adult explains that they need time to explain why the behaviour did not follow the school code. This cannot happen during a lesson so until the child is ready to listen they have to take their learning to another class (time out). The work is taken with the child to complete or completed in their own time.	Time out in another class. Learning needs to be completed either during time out or at break or lunch time.	Phone call/conversation at home time with parents. Explain the incident will be recorded on CPOMS as time out.
Persistent behaviours from the step before. Deliberate serious physical and verbal aggression. Aggressive racist, homophobic, sexist language. Deliberately damaging property.	Adult remains unemotional but advises the child that consequences for their behaviour will now be more serious and involve SLT.	SLT makes a decision about further consequences which can include missing lunchtimes, internal exclusions or in extreme circumstances a suspension from school. A BSP will be put in place.	Phone call to parents and a meeting with a member of SLT. Explain the incident will be recorded on CPOMS as internal exclusion or suspension. Suspension letter sent home and form sent to County.

Behaviour Support Plan

