



Policy Number

## **Haxby Road – School Specific Positive Learning & Behaviour Policy**

Signed:

Date: February 2015

Review Date: February 2018

Review Period: Every 3 years  
(by Local Governing Body)

## **Purposes of a Positive Learning and Behaviour Policy:**

Our Positive Learning and Behaviour Policy is centred around the school's key virtues of: trust, kindness and self-belief.

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

The school embraces Restorative Practices (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

All staff and pupils are expected to behave in a responsible and Restorative manner both to themselves and others, showing trust, kindness and respect for other people at all times. Pupils are expected to demonstrate positive attitudes towards their learning and are encouraged to have a positive 'Growth Mindset'

We believe that positive behaviour needs to be carefully developed. It is clear that young children 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.

## **Aims of the Positive Learning and Behaviour Policy**

We aim to maintain and create a positive and Restorative atmosphere at Haxby Road Primary Academy, based on a sense of community and shared values. In school we believe that the development of self-respect leads to the development of respect for all, both staff and pupils.

### **Policy Aims**

- To embed the use of Restorative Practice in all aspects of school life.
- To develop frameworks within which initiative, responsibility and sound relationships can flourish and develop
- To enable children to develop a sense of self-belief, trust and kindness towards others and themselves
- To maintain a consistently orderly environment in which adults and children feel safe, secure and respected, both inside and outside of the classroom, which will enable everyone to work and learn
- To create a consistent environment that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
- To reward students for attitude, courtesy, achievement, completing and returning homework, being equipped for school and behaving and applying themselves well in lessons.
- To ensure that all children are provided with opportunities to develop a Growth Mindset.

## **Haxby Road Primary Academy Restorative Practice Statement**

Haxby Road Primary Academy is a whole school community that nurtures and supports every child to be happy, confident young people who will be ready and prepared for the world around them. When parents and carers entrust their children into our care, we make a promise to them that we will nurture them not just academically but also care for them socially and pastorally. At Haxby Road Primary Academy we value everyone's unique worth and contributions as individuals. We aim to empower every member of our school community to achieve their fullest potential by providing them with an education that they enjoy and feel excited about learning in order to help them succeed in life.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build trust, kindness and self belief.

In broad terms, restorative practices constitute an innovative approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Wright 1999). Simply, it is about getting the offender together with the victim to understand the harm that the offender's behaviour has caused to the victim(s).

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative practice is a strategy that is used to resolve incidents that may occur in our school.

### **Haxby Road Primary Academy Code: (school rules)**

#### **School Rules:**

1. Do as you are asked first time
2. Keep hands and feet to yourself
3. Always using kind words
4. Treat others and property with care and respect
5. Move sensibly and quietly around school
6. Try hard in all that you do

#### **Restorative Practices framework will:**

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

There are four key elements of Restorative Practices. These are:

- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Affective Statements.

## Social Discipline Window (Framework for working with ...) (1)



Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

# **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 the teacher to the offender and then to the victim, to resolve a situation:

## **Restorative Questions**

1. To respond to challenging behaviour
    - What happened?
    - What were you thinking about at the time?
    - Who has been affected by what you did and how?
    - How do you think (the victim) felt when you did that?
    - What do you think you need to do to make things right?
    - What have you learnt to help you make the right choices next time?
  1. To help those harmed by others actions:
    - What did you think when you realised what had happened?
    - What have your thoughts been since?
    - How has this affected 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 circle. The discussions which our school encourage following a disagreement or conflict ensure that children:

1. Have a chance to tell their side of the story and feel heard
  2. Understand better how the situation happened
  3. Understand how it can be avoided another time
  4. Feel understood by the others involved
  5. Find a way to move on and feel better about themselves.



The teacher and RP experts, act as the facilitator. It is the children themselves, who come up with the solutions. The RP experts are children in year 5 & 6 that have been fully trained in Restorative Practice by the school's behaviour lead. They buddy up with younger children who may need support in developing their social skills.

To enable all members of Haxby Road Primary Academy to follow the individual school behaviour charter, our Haxby Road Behaviour Chart is displayed prominently around school and followed by all.

### **Rewards for positive behaviour**

1. Name moved to silver for 'Wow' behaviour
2. Receive a 'silver star' sticker.
3. Class awards eg. team points
4. Certificate received in assembly
5. Praise postcard sent home
6. Head of school informed
7. Parent/Carer informed

### **Consequences of poor behaviour**

Children who do not make the right choices of following our school rules will face certain consequences. These vary in severity.

1. 'Reflection' time (varying number of minutes for children to calm down and reflect on getting back on track)
2. Name is moved from green (everyday behaviour) to yellow (wobbly behaviour) or red (unacceptable behaviour)
3. Loss of privileges including time from playtime or lunchtime
4. Head of school informed.
5. Exclusion from the class for extended 'Reflection' time
6. Parent/Carer informed.
7. Exclusion from school

Behaviour stages – At Haxby Road Primary Academy, all adults in school follow a behaviour route map (Haxby Road Behaviour Chart – appendix 3) which shows the stages of behaviour management and gives equal importance to both intrinsic and extrinsic motivators. Teachers and phase leaders may apply the stages flexibly depending on the age of the children.

Key points:

- A core principle of the route map is that children *always* have the potential to move back to the Green (Everyday Behaviour) or 'start a fresh' if they manage to display the correct behaviours for learning/playing. Inclusion is vital and the school does not want children to be out of class or excluded from play opportunities unless it is the last resort.
- Children are always provided 'Thinking Time' to allow them to calm down if something has upset them. It also allows them to reflect on whether or not they should start a fresh and start making the right choices.
- Where needed, children may have a bespoke behaviour plan which sits within the school behaviour policy.
- Any staff available should attempt to de-escalate and facilitate a resolution between themselves and/or groups of pupils by adopting the Restorative Practice approach. This may

mean providing a quick discussion with them or asking an additional adult to spend 3 minutes talking through a particular incident.

## **The monitoring of behaviour and provision for children with emotional/social/behavioural special educational needs**

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis, reports to the Ebor Directors Trust on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Children's behaviour will be regularly monitored by the school. The processes in place include:

- Evaluation and analysis of behaviour incidents recorded on integris
- Verbal feedback of informal observations and concerns from staff members

When a child's behaviour is causing an on-going concern and is being regularly flagged up in the scrutiny of behavioural incidents, the child's teacher, the school's Family and Pupil Support Team Leader and SENDCo will meet to discuss how best to support that child's improvement in their behaviour within school. These pastoral and behaviour plans are made in partnership with parents/carers and, when necessary, external agencies.

## **Pupils' conduct outside the school**

Rewards and consequences will also be applied to children's behaviour outside the school, in certain circumstances. When a child is

- Taking part in any school-organised or school-related activity
- Identifiable as a pupil at the school
- Where misbehaviour could have repercussions for the orderly running of the school
- Where behaviour could pose a threat to another pupil
- Taking part in breakfast, lunchtime, enrichment or afterschool clubs

The school behaviour chart is displayed in all classrooms and around school.  
Please see below.



# Haxby Road Behaviour Chart



**WOW!!**  
I have made an adult in school proud of me for doing something extra special.  
  
I have represented the school in a positive way.



I will get a certificate, postcard or sticker.  
  
I will make my family, friends and myself proud.



**Everyday behaviour**  
I always follow the class rules.  
I always produce work that I am proud of.  
I am always a polite and positive member of the school.



I will make the children and adults in school happy.  
  
I will be happy and enjoy coming to school.



**Wobbly behaviour**  
I have stopped other children in my area from learning.  
I am not working as hard as my teacher expects.  
I am not thinking about how my actions are affecting people's feelings.



My name will be placed onto the yellow card and I will think about how to improve my behaviour to get back onto green  
  
I will feel disappointed with myself.



**UNACCEPTABLE**  
Kicking, hitting or spitting at anybody in school.  
Swearing in anger at anybody in school.  
Using racist language.  
Refusing to take part in a lesson.  
Throwing things in anger that could harm or frighten people in school.



I will be taken to a place away from other children.  
  
My behaviour will be explained to my parents/guardians and recorded on Integris.  
  
I will have to face the consequence of my behaviour



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