



Banks Lane Junior School

Restorative Approaches, Behaviour and Discipline Policy

We all need to be aware that our actions have consequences.

- Our positive actions have positive consequences.
- Our negative actions have negative consequences.

Agreed by Governing Board:	April 2018
Date of last review:	May 2019
Date of next review:	May 2020

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1. Philosophy and Aims

Good behaviour makes effective teaching and learning possible.

Bad behaviour disrupts these processes.

- 1.1 The aim of this school is to give all pupils the skills for living and learning and to involve them in a well-structured, relevant curriculum appropriate to their needs and ability.
- 1.2 Our behaviour policy is rooted in the belief that all members of the school regardless of age, race, colour, religion or disability:
- are of equal value as human beings
 - have a valuable contribution to make to the life of the school
 - grow in independent thought and judgement
 - are responsible for their own actions
 - have an equal voice.
- 1.3 We aim to :
- create a community where all its members feel valued and respected and where the building of positive relationships is paramount.
 - create an environment where everyone feels happy, safe and secure.
 - create a calm, controlled learning environment that is stimulating and enriching and in which effective learning and teaching can take place.
 - teach through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us.
 - treat all children fairly and apply this policy in a consistent way.
- 1.4 Banks Lane Junior School rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.5 The school expects every member of the school community to behave in a considerate way towards each other.
- 1.6 We treat all children and adults fairly and apply this behaviour policy in a consistent way.
- 1.7 We value links with homes and partnerships with parents in underpinning the principles in this policy.

2. Expectations

- 2.1 Treat everyone with courtesy and consideration at all times.
- 2.2 Violent or aggressive behaviour is not acceptable and will be dealt with firmly.
- 2.3 Bullying in any form including racist, homophobic, faith-based and cyber-bullying is unacceptable and will not be tolerated.
- 2.4 We encourage everyone to respect school property, keep the school clean and tidy so that it is a welcoming place we can all be proud of.
- 2.5 Pupils are expected to be quiet and listen when requested to do so, and obey instructions given by members of staff, including support staff and lunchtime supervisors.
- 2.6 Within the school buildings pupils are to move about sensibly and quietly.
- 2.7 As well as being well behaved in school, pupils are expected to be well behaved in the school grounds and on their way to and from school and when with groups or classes on school trips.
- 2.8 Pupils are expected to arrive for school on time and be ready to learn. Being late without good reason is a discourtesy towards everyone in the school.

3. Rewards – Our positive actions have positive consequences.

- 3.1 We believe that all pupils should be encouraged to do their best and their successes will be recognised.
- 3.2 We praise and reward children for good behaviour in a variety of ways:-
 - 👏 Praise- verbal or written praise
 - 👏 Encouragement and collecting compliments for the class,
 - 👏 Marble charts for the class and golden time activities
 - 👏 Team Points and Whole Team reward.
 - 👏 Gold Medal Award Certificates
 - 👏 Post Cards Home and written comments in home/school diary
 - 👏 Certificates, e.g. for spelling, tables knowledge and reading progress



- 👉 Stickers- Positive feedback about work or behaviour
- 👉 Headteacher Merit and Awards
- 👉 Talk to Parents/Carers
- 👉 Positive reports at parent evenings and end of year written report
- 👉 Class attendance award -FA Cup for Fantastic Attendance
- 👉 Classroom Tidy Award

We also show we value children's successes with:-

- Positive verbal feedback - about work or behaviour
- Positive written comments-on work, in home/school diary
- Showing good work - to head teacher, other staff, and other children, in class or assembly.
- Displaying good work in classroom and around school.
- Giving children responsibility - monitors
- Acknowledging outside activities - recognition/praise e.g. in assembly.
- Children leading activities e.g. charities, parties, fund raising activities.
- Year 6 Buddy system
- Activities led by the School Council and Playground Leaders.
- End of Year 6 achievement awards.

4. Codes of Conduct

4.1 Home School Agreement

On entry to Banks Lane Junior School, parents and children are asked to read, discuss and agree on our expectations of behaviour, uniform and general conduct.

4.2 The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. The class teacher discusses the school rules with the class at the beginning of each school year and sets targets for all the children to achieve.

4.3 Every classroom displays the school "Consequences Chart" (Appendix 1) and the class teacher discusses the ideas with the class regularly.

4.4 In addition to the school rules, each class has its own classroom code, which is agreed by the children and displayed in the classroom. Routine and safety rules may also be displayed separately, perhaps on a list next to the code of conduct.



- 4.5 It is the responsibility of the class teacher to ensure that the rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 4.6 The class teacher treats each child fairly, with respect and understanding and enforces the classroom code consistently.
- 4.7 It is not normally necessary to shout. Adults and children alike should be encouraged to treat each other with respect.
- 4.8 Certain behaviour such as bullying, rudeness, fighting, swearing is never acceptable and should be dealt with when encountered using a restorative approach.
- 4.9 If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during discussion time or 'circle time' and reminds them about our school consequences chart and reinforces our restorative approach.
- 4.10 A well-managed and well planned environment not only stimulates the learner but reduces the prospect of potential problems. Staff should ensure that all learning activities are well planned, organised and resourced, as this will help the child to know what is expected of her/him. We need to teach behaviour as we need to teach other aspects of the curriculum. Classes that have well-organised lessons that are well prepared and that take into account the full range of the learning abilities, tend to have few discipline problems.

5. Restorative Approaches

Restorative approaches work to resolve conflict between individuals or groups and to repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered harm the opportunity to have their harm or loss acknowledged and amends made.

All staff have received training in restorative approaches (September 2013)

- 5.1 When behaviour problems or disputes arise, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all facts have been determined.



5.2 Where appropriate, each child should be given the opportunity to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild.

6. Sanctions - Our negative actions have negative consequences

6.1 We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them to either move to a place nearer the teacher, or to sit on their own.

6.2 We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task.

6.3 If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he/she calms down and is in a position to work sensibly again with others.

6.4 The safety of children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.

6.5 If a child threatens another pupil, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, in a restorative approach meeting, with a view to improving the behaviour of the child. In extreme cases the school may need to suspend or finally exclude a child.

6.6 The following strategies may be appropriate:

Negative Consequences

- Verbal Warning by the class teacher, classroom assistant or dinnertime assistant.
- Written Warning (name on board)
- First Tick by Name
- Second Tick by Name
- A Restorative Approaches form to be completed.
- Time Out in the partner class with work provided
- Detention
- 3 Detentions - Letter Home



Some behaviour may be so inappropriate that pupils are sent to other classes, Year Group Leader, Business Manager, Deputy Headteacher or Headteacher:

Consequences of this may be:

- Detention;
- Phone Call to Parents/carers;
- Letter home to Parents/Carers;
- Working in isolation;
- Exclusion from lesson, playground or activity;
- Exclusion from school.

Appropriate punishments

e.g. dropping litter = litter picking; graffiti = cleaning it off.

- Removal to another seat/place;
- Extra work/repeat work at break times and part of the lunch time under teacher supervision;
- Writing letters of apology, in nominated classroom at break time under supervision;
- Daily or weekly behaviour chart;
- Verbal reprimand by a lunchtime supervisor or member of the SLT;
- Inform parents by way of a phone call, note in home/school diary, and standard letter to parents.
- Break time detention.

7. Individual Behaviour Support Programme

7.1 If a pupil has persistent behavioural problems that indicate they are in serious risk of exclusion, it may be appropriate to implement a Behaviour Support Programme. The child will be referred to the Behaviour Support Service and an Individual Behaviour Programme (IBP) will be drawn up. The programme will identify causes of concern and what can reasonably be required of the pupil.

7.2 The involvement of parents is essential if a successful outcome is to be achieved.

7.3 The IBP will set targets, which are SMART.
(Specific, Measurable, Achievable, Realistic, Time limited).



8. Exclusions

- 8.1 A decision to exclude a pupil from this school will only be taken:
- in response to serious breaches of the school's discipline policy; and
 - if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.
- 8.2 Unacceptable behaviour which might result in exclusion includes:
- Non-compliance
 - Fighting
 - Verbal abuse
 - Physical violence
 - Bullying
 - Racism
 - Vandalism
 - Theft
 - Drug related incidents.

This school takes a very serious view of incidents of this type and in extreme cases the Headteacher has the power to exclude for a fixed period of time or permanently.

- 8.3 For drug related incidents the school will refer to 'The Making It Back Team' and will follow LA procedures.
- 8.4 If a pupil's behaviour leads to an exclusion this school will follow guidelines provided by Stockport LA and parents will be informed of actions taken.
- 8.5 Further information may be obtained by contacting Children and Young People's Services, Town Hall, Stockport.

9. Anti-bullying policy

- 9.1 This school is committed to a whole school approach against any form of bullying whether it be faith-based, racist, homophobic, cyber-bullying or disability based.

If incidents occur we will take the following action:

- all incidents will be recorded and investigated as soon as possible using a restorative approach;
- support will be given to the victim and the bully;
- the victim will be offered 1:1 support;



- the bully or instigator will be given opportunities to explain their behaviour. They will be offered counselling;
- there will be regular follow-ups, daily in the first instance, to monitor the situation;
- parents of both parties will be kept informed of progress;
- any sanctions that may be applicable will be considered in respect of the school's behaviour policy.

10. Care and Control

- 10.1 All members of staff are aware of the regulations regarding the use of force by teachers. Teachers do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child.
- 10.2 There are occasions when the restraint of pupils is necessary. Teachers and other persons who are authorised by head teachers to have control or charge of pupils may use reasonable force to prevent pupils from:
- committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility;
 - injuring themselves or others;
 - causing damage to property, including their own property;
 - engaging in any behaviour, which has a negative impact on maintaining good order and discipline at the school or, among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere.
- 10.3 All teachers are authorised to use reasonable force to control or restrain pupils. The actions we take are in line with government guidelines on the restraint of children.
- 10.4 This school adheres to guidance given in Stockport LAs 'Care and Control' document, December 1998 on the care and control of pupils and has its own policy based on this document. The policy is available on request.
- 10.5 Staff attended Team Teach training on 26th February 2018.

11. Roles and responsibilities

11.1 The class teacher

- to ensure that the school rules are enforced not only in their own classroom but around school generally;



- to have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability;
- to treat each child fairly and with respect and understanding;
- to expect to be treated with respect by their pupils;
- to keep a record of all incidents if a child misbehaves repeatedly in class. In the first instance, the class teacher deals with incidents. However if misbehaviour continues, the teacher seeks advice from the Headteacher or year group leader;
- to liaise with external agencies, such as the LA behaviour support service or educational social worker, as necessary, to support and guide the progress of each child;
- to contact parents if there are concerns about the behaviour and welfare of the child.

11.2 The role of head teacher

- to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy;
- to support the staff in the implementation of the policy, setting standards of behaviour and promoting the home school agreement;
- to keep records of all reported serious incidents of behaviour;
- to notify the school governors of fixed term suspensions and permanent exclusions.

11.3 The role of parents

- to support their child's learning and to co-operate with the school guidelines, as set out in the home school agreement;
- to support the actions of the school to use reasonable sanctions to punish a child. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and ultimately the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

11.4 The role of governors

- to support the headteacher in carrying out the guidelines on standards of discipline and behaviour and to review their effectiveness;
- To advise the headteacher about particular disciplinary issues.



12. Monitoring the behaviour and discipline policy

- 12.1 We believe that this policy underpins the wellbeing of the life of the school.
- 12.2 This policy will be reviewed annually by the SLT.
- 12.3 The Governing Board will be informed about the effectiveness of the policy, annually and if necessary make recommendations for further improvements.



Appendix 1

Consequences Chart

We all need to be aware that our actions have consequences.

Our positive actions have positive consequences. Our negative actions have negative consequences.

Positive Consequences	Negative Consequences
<p>Whole School Rewards:</p> <ul style="list-style-type: none"> ✓ Praise/Collecting Compliments ✓ Team Points and Whole Team Reward ✓ Marble Totaliser and Golden Time ✓ Gold Medal Award Certificates ✓ Post Cards Home ✓ Certificates ✓ Stickers ✓ Headteacher Merits and Awards ✓ Talk to Parents/Carers ✓ Positive Written Reports <p>Your Teacher may also use:</p> <ul style="list-style-type: none"> ✓ Raffle Tickets ✓ Table Points ✓ Sticker Charts 	<p><u>Level 1</u> Low Level Attitude and Behaviour:</p> <ol style="list-style-type: none"> 1. Verbal or Non-verbal reminder of expectations 2. Verbal 2nd reminder - name on board 3. First tick by name 4. Second tick by name 5. Restorative reflection time in partner class or YGL <p><u>Level 2</u> Continuous Poor Attitude and Behaviour</p> <ol style="list-style-type: none"> 1. Restorative reflection time with teacher during break or lunchtime 2. Restorative reflection time with YGL during break or lunch 3. Restorative circle 4. Parent/carers contacted. <p><u>Level 3</u> Some behaviour may be so inappropriate that pupils are sent immediately to the SLT. Consequences of this may be:</p> <ol style="list-style-type: none"> 1. Restorative reflection time with SLT 2. Restorative Meeting with RA Leader, YGL or SLT 3. Restorative Meeting with parent/carers 4. Working in isolation 5. Exclusion from lesson, playground or activity 6. Exclusion from school.