



SOHO PARISH PRIMARY POLICY

Behaviour

Most recent review	January 2022	Next review due	January 2025
Governor committee responsible	SAW	Written by	Rosie Malton

Our Vision *Jesus said: I have come in order that you might have life – life in all its fullness. John 10:10*

Every child deserves to live life to the full. Our holistic curriculum promotes emotional, intellectual, physical, spiritual and artistic development. Tailored teaching develops independent, passionate, successful learners.

*Following Jesus’ example, we grow and share our **individual** gifts to build a **community of love, imagination and courage**. Every family is welcome, every child valued.*

Soho Parish Church of England Primary School Values

Love – Imagination – Courage – Individuality – Community

Value	Be	Do
Love	Be kind	Show compassion and respect
Imagination	Be creative	Seek new ideas and solutions
Courage	Be brave	Show determination and resilience
Individuality	Be yourself	Share your light with the World
Community	Be together	Serve your community

1. AIMS OF THE POLICY

- to develop a framework within which behaviour can be managed positively, purposefully and productively
- To develop an ethos of mutual respect and understanding
- To ensure that high expectations for behaviour are clearly and consistently communicated and modelled by all
- To create a happy, secure and safe environment for all children where bullying is not tolerated
- To enable all stakeholders to consider themselves members of our school community and recognise the part they play and the responsibility they have for making Soho Parish a happy place to be
- To ensure that challenging behaviours and conflict are dealt with restoratively and that the “wrongdoers” take responsibility for their behaviour and the impact it has on others

2. PRINCIPLES

In line with our vision, at the core of the way in which we manage behaviour at Soho Parish is a commitment to creating responsible and empathic members of society who, within a nurturing and safe environment, can learn to respect and value themselves and others. We believe that working in partnership with our children, families and wider community through Restorative Practices, we can fulfil our vision that our pupils 'build a community of love, imagination and courage...following Jesus' example.'

Therefore this policy outlines a framework for the behaviour, attitudes, responsibilities and values expected of our whole school community and is underpinned by a Restorative Practice approach. A restorative approach **builds and strengthens community** by promoting positive interactions and relationships and managing conflict by **supporting individuals** in taking responsibility for their actions, empathising with others, **repairing and ultimately strengthening relationships** at all levels.

Restorative Practices empower children and staff to be the best that they can be with the ultimate aim of ensuring that all children leave the school as **successful learners and happy people!**

Underpinning these guiding principles for behaviour are three simple rules that are followed by everyone at Soho Parish:

Look after yourself

Look after each other

Look after this place

3. RESTORATIVE PRACTICES

3a. A DEFINITION

Restorative Approaches are a framework of methods that contribute towards the building, maintaining and repairing of a community. They help us to understand that work best when part of a community and that to do so we need an understanding of how a community works, self-awareness of our responsibilities to that community and shared communications skills.

Restorative processes bring those harmed and those responsible for the harm into communication enable everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

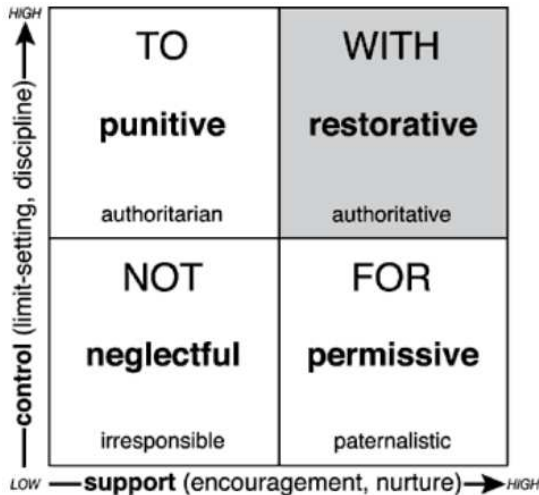
3b. KEY PRINCIPLES

The following restorative principles will be used across the school:

1. The Social Discipline Window
2. Affective Statements ("I Statements")
3. Restorative Conferencing and Affective Questioning
4. Community Circles

All these principles are underpinned by mutually respectful relationships.

The Social Discipline Window



At Soho Parish we aim to work within the “with” box, providing nurture and support alongside clear boundaries and expectations for behaviour. Adults in school are expected to be positive and respectful role models for the children.

Affective Statements

Affective Statements, or “I Statements” as referred to by the children, are a way for teachers and children to express their feelings about each other’s behaviour, both desired and not desired, how these actions have affected others and what the person carrying out the actions can do to change or continue this. These are also referred to as “I Statements.” They also enable children to take ownership of resolving conflict positively, with minimal adult support when appropriate.

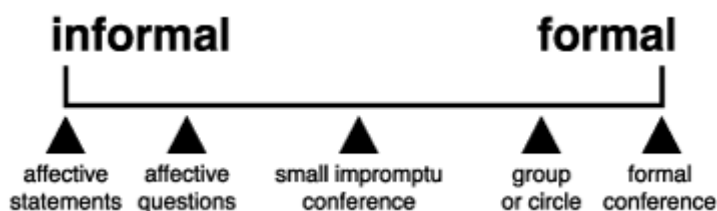
Here are some examples of affective statements:

“I felt really proud when you picked up that coat because it means you are trying to keep our classroom and your friend’s safe which is one of our class rules.”

“I felt really disappointed when you called your friend that name because usually you are such a kind and caring friend and that hurt their feelings.”

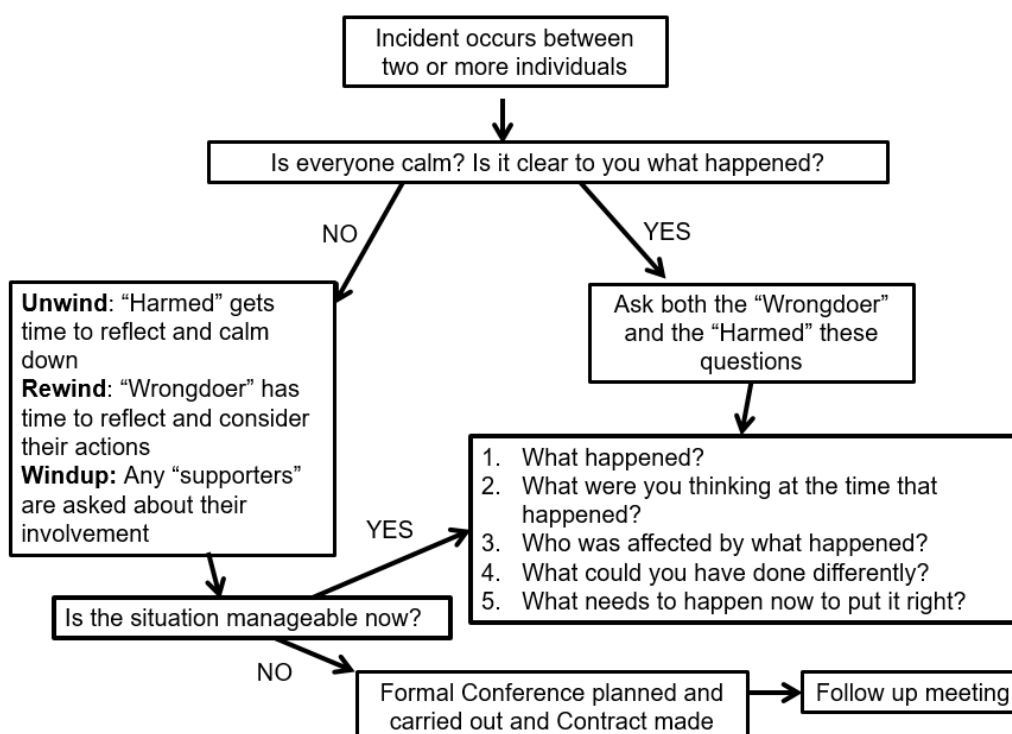
Using “I” avoids labelling anyone involved, it shifts the focus to the behaviour rather than making generalisations about an individual’s permanent character.

Restorative Conferencing and Affective Questioning



Impromptu Conferences and Affective Questioning

Below is the flowchart used by staff to determine what restorative actions need to take place when an incident occurs between two or more individuals:



The aim of Impromptu Conferencing is to give children a method and opportunity to repair relationships that have been damaged by their non-desirable behaviour.

The underlining principles of Impromptu Conferences are: equality, absence of blame, fairness and neutrality of tone and body language. The "Wrongdoer" is questioned first, the purpose of which is to enable them to reflect and motivate and empower the "Wrongdoer" to take responsibility and repair the relationships that they have damage.

Formal Conferencing and Contracts

If non-desirable behaviour is persistent and relationships between individuals are consistently being damaged a Formal Conference will take place.

Here are the stages of planning and carrying out a Formal Conference:

1. Elect an appropriate adult to mediate the conference
2. Set a date and a venue and invite the “Wrongdoer” “Harmed” and any “Supporters”
3. In the conference, ask the Affective Questions above as stated
4. At the end of the conference, draw up a contract that clearly outlines what each party will do to repair the relationship going forward
5. Ask the “Wrongdoer” and “Harmed” to sign the contract and agree to follow the actions
6. Arrange a review meeting to reflect on the actions taken

Parents and Guardians can also be invited to attend Formal Conferences where appropriate.

N.B: Reintegration – children will be offered “Reflection Time” if they are not ready to engage with conferencing. This time needs to be spent with an adult who will support the children in calming down or reflecting on their behaviour. Children will not be excluded from their class for long periods of time as we believe reintegration as quickly as possible gives the “Wrongdoer” the opportunity to repair any and rebuilt relationships in their community.

Circles

We believe that circles are a powerful symbol of community, inclusion, equality and wholeness. They build connectedness and affiliation with the community. Therefore, every class will take part in a planned Circle session every week with the aim of building community. Circle can also be used as a forum for a whole class or group of children to share and discuss behavioural issues that arise and how they have affected the community.

3. EXPECTATIONS

a. What are the expectations in regard to staff?

- Reinforce clear expectations of behaviour in line with the three “Look after” rules
- Deliver well planned, structured and engaging lessons
- Consistently utilise the restorative processes outlined above to positively manage all behaviour
- Reflect on their own management of a situation and make repair relationships if needed (with children and other adults)
- Model positive relationships, communication and mutual respect
- Work WITH the children to manage behaviour
- Work WITH parents/guardians to support children’s behaviour in school
- Record any serious incidents of unacceptable behaviour on CPOMS
- Refer to the DSL (Louise Ritchie) or DDSL (Mayowa Akinloye / Hannah Peaty) immediately if a child’s behaviour points to possible abuse or neglect

b. What are the expectations in regard to the Headteacher?

As well as following the above exceptions, the Headteacher will, alongside the Behavioural Lead, ensure that this policy is implemented effectively by all staff and to monitor its overall effectiveness, including monitoring of the behaviour tracking systems in school. The Headteacher will refer to the Inclusion Team and Behavioural Lead to discuss any issues or matters concerning individual pupils if necessary and will liaise with parents/carers when

necessary. The Headteacher is also responsible for making decisions regarding exclusions and for all processes and paperwork relating to exclusion.

c. What are the expectations in regard to parents/guardians?

- Ensure pupils come to school on time, correctly equipped and prepared to learn
- Work WITH staff to ensure desirable behaviour in school
- Inform staff of any concerns regarding behaviour in school
- Respond to concerns raised by members of staff in regards to behaviour
- Model positive relationships, communication and mutual respect for staff, children and each other

4. HOME/SCHOOL AGREEMENT

Each household is given a copy of the Parent's guide, which contains a set of promises (the home/school agreement), to help build the partnership between home and school. The school's behaviour policy will be supported by the Home /School Agreement.

Soho Parish School will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school
- giving parents regular constructive & positive comment on their child's work and behaviour
- encouraging parents to come into school on occasions other than parents' evenings
- keeping parents informed of school activities by letter, e-newsletter and ParentMail
- involving parents at an early stage in any disciplinary problems

5. REWARDS

We will reward positive behaviour through:

- Purposeful and timely praise following the structure of affective statements
- Physical praise e.g. thumbs up, rounds of applause, high fives etc.
- Giving responsibilities in class or school
- Acknowledgement in assemblies
- Sharing learning with others, including friends, members of leadership and parents
- Creating opportunities to develop relationships across the school and between pupils and staff (e.g. House Treats)

6. DEALING WITH UNACCEPTABLE BEHAVIOUR (SANCTIONS)

a. What is unacceptable behaviour?

- Not following the three "Look after" rules (above)
- Being disrespectful to someone else (verbally or through body language)
- Aggression of any kind towards someone else

- Physical hurting someone else
- Mentally hurting someone else e.g. through name-calling or exclusion
- Fighting
- Inappropriate verbal language or sign language
- Discriminatory comments or language of any kind (See our Equality Policy) whether orally, digitally or in writing
- Purposefully damaging property
- Stealing
- Truancy
- Operating as part of a gang and bullying including cyber bullying (see our IT and Internet Acceptable Use and Safeguarding Policy)
- Hindering other children from learning or actively not taking part in learning themselves

Recording unacceptable behaviour incidents

All behaviour incidents beyond small day-to-day issues should be recorded in CPOMS. Where a serious incident has occurred or where behaviour is persistent and a Formal Conference required, the Head Teacher (Louise Ritchie) and the school Behaviour Lead (Rosie Malton) should be notified on CPOMS and in person.

How will unacceptable behaviour incidents be dealt with?

Whilst having high expectations of behaviour, we acknowledge that there will be times when some children demonstrate behaviour that is not acceptable. Through the consistent use of Restorative Practice strategies (which are outlined above), we believe that the majority of children will be able to modify any unacceptable behaviour if we are excellent role models ourselves and give clear guidelines and boundaries, backed up by a fair and consistent system of rewards and sanctions that are underpinned by restorative philosophy. In order for this to be possible for our children, all staff members are expected to adhere to this policy consistently.

In Class

Should there be any signs of unacceptable or inappropriate behaviour in class, staff members should carry out 'I Statements' and Impromptu Conferencing to manage it. They may also employ pre-emptive strategies to deter escalation of low level behaviour for example:

- Positive Modelling
- Finding things children are doing well to praise
- Reflection time (supported by an adult)
- Non verbal and pictorial reminders
- Distraction and diversion

If unacceptable behaviours continue, the child or children involved can be sent to another teacher (if pre agreed) or a member of SLT for supported reflection before returning to class where that member of staff will facilitate an Affective Statement and/or Impromptu conference.

In the Playground

Affective statements are to be used to praise the children who are displaying positive behaviour and behaviour that is deemed unacceptable.

Playtime incidents will be dealt with restoratively by all members of staff, including Lunchtime staff when on duty on the playground. If a child refuse to engage and behaviour continues, Lunchtime staff will contact a member of SLT or the behavioural lead (Rosie Malton) to assist.

If any violent/aggressive or serious discriminatory incidents occur, a member of SLT or the behavioural lead should be contacted immediately. This includes incidents of serious fighting.

Staff on duty will also pass on (verbally or written) any information regarding unacceptable behaviour at the end of playtime. This should be done out of earshot of the child/children involved.

Any incidents that are worthy of recording should be recorded on CPOMS by the member of staff who dealt with the incident.

Off Site

All minor incidents of unacceptable behaviour when off site should be dealt with in the same way as in school. For further details on managing unsafe behaviour off site please see Health and Safety Policy for more details.

In After School Provision

As above, all minor incidents of unacceptable behaviour during after-school provision should be dealt with in the same way as during the school day. If unacceptable behaviour continues over several sessions, staff running the provision will meet with the Headteacher and parents to discuss whether that child remains in the provision.

What happens when unacceptable behaviour is persistent?

If it is a case of a relationship between two or more individuals being consistently and repeatedly damaged, a Formal Conference should be planned (see above for details.)

Although we believe that the majority of children can learn positively to modify their behaviour through restorative practices, we understand that certain individuals will need a personalised approach. If a children continue to display undesirable behaviour despite the use of restorative practice, or due to a special educational need the following actions can be considered in consultation with other stakeholders such as parents, member of SLT or the Behavioural Lead:

- A home/school link book – celebrating positive achievements in both
- A personalised behaviour plan with specific targets, which may include support from the Learning Mentor or Family Therapist.
- Reward systems e.g. sticker charts
- Exclusion from visits / sporting events etc. may be imposed in cases where a child's behaviour is considered unsafe
- Lunchtime exclusion may be negotiated, although this would involve play in another area than the one where incidents occurred

- External agency support where appropriate
- Exclusion from school (fixed term or permanent)

7. BULLYING

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

a. What Is Bullying?

Bullying is the use of aggression, deliberately and repeatedly over a period of time, with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

b. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying. c.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All members of the school community should know that the school does not tolerate bullying, and what they should do if bullying arises.
- All members of the school community should be assured that they will be taken seriously and supported when bullying is reported.

d. Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm or runs away
- cries themselves to sleep at night or has nightmares
- regularly complains of feeling ill in the morning or during the school day
- begins to do poorly in school work
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when an email or text message is received
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

e. Procedures for incidents of bullying

1. Pupils and/or parents should report any bullying incidents to a member of staff.
2. Staff must always report allegations of bullying as soon as possible to the Headteacher (or Deputy in her absence).
3. The Headteacher will ensure that all allegations of bullying are fully investigated.
4. Where there is evidence that bullying has taken place, or in the absence of concrete evidence, the Headteacher or senior member of staff judges it likely that bullying has taken place, the parents of all pupils directly involved should be informed and will be asked to come in to a meeting to discuss the problem.
5. If necessary and appropriate, police will be consulted.
6. The Headteacher or senior member of staff will decide what action should be taken to ensure the bullying is stopped quickly.
7. Action will be planned to help the bully (or bullies) change their behaviour.

8. The Headteacher will ensure the victim receives support (usually from the Learning Mentor) if appropriate.
9. Serious incidents of bullying will be recorded, and records kept in the Headteacher's office.

f. Outcomes

1. If possible, the pupils will be reconciled.
2. Children may be asked to genuinely apologise and made to understand the impact of their behaviour on others. Other consequences may take place, at the discretion of the Headteacher or senior member of staff.
3. In serious cases, suspension or even exclusion will be considered.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

g. Prevention

Pupils are explicitly taught about the causes and consequences of bullying, and why it is important to tell an adult if you know someone is being bullied. This teaching is done through the PSHCE curriculum. There is a focus during Anti-Bullying Week (re-named Friendship week)

8. EXCLUSIONS

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Exclusion of a pupil will only occur as a last resort when all efforts have been made by the school involving the child and his/her parents to improve the child's behaviour.

a. Reasons for exclusion

A pupil may be excluded immediately in the event of a single serious incident or as a result of cumulative actions over time. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Discriminatory verbal abuse
- Sustained bullying (see section 7 on Bullying above)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

b. Evidence for exclusion

Each individual situation will be investigated by the Head Teacher. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

c. Types of exclusion

Exclusion may be either permanent or fixed term.

Internal exclusion

Internal exclusion may be used in cases of physical incidents where considerable force has been used and another child has been hurt. It may also be used in cases of discriminatory behaviour or language (racist, homophobic or other protected characteristic), especially if the child has done the same thing more than once. In these cases the Headteacher (or deputising member of staff) may decide how long the internal exclusion will be, in which class the child will be placed. The class teacher will provide work and the child may be asked to complete an activity relating to their behaviour (e.g. anti-racism research to be presented to their class). In cases of internal exclusion, a behaviour plan will be drawn up with the class teacher and child, and shared with relevant staff and the child's parent or carer.

Fixed term exclusion (formerly known as being 'suspended')

Fixed term exclusion will be at the discretion of the head teacher. This may take the form of fixed term lunchtime exclusion, requiring the removal of the child from the premises during lunchtime (12 noon – 1:00pm) and will be for a specified number of sessions. Fixed term exclusion may also take the form of exclusion from school for a fixed number of days. Parents will be informed of such decisions in writing.

Permanent Exclusion (formerly known as being 'expelled')

Permanent exclusion will only be made if in the opinion of the Head teacher, after consultation with School's Governing Body, allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school.

Parents will be informed at all stages and will have the opportunity to discuss arrangements and decisions.

d. Seeking advice

There is a formal process for all exclusions and these have to be reported to the Local Authority. The School is able to seek advice from the relevant LA officers.

Parents are able to seek advice from Westminster local authority if they have concerns, and may also contact the School's governors following an exclusion if they wish to.

Parents of all pupils who are excluded on a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Pastoral Support Plan will then be put in place to support the pupil. This is reviewed fortnightly with parents until it is no longer felt to be necessary or further measures are needed.