

St John's C of E Middle Academy



Behaviour for Learning and Positive Relationships Policy

Approved by Governors – September 2020

To be reviewed at least annually

Review Date: September 2021

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Safeguarding and Promoting the Welfare of Children

[Section 175/157 of the Education Act 2002](#) places a duty on schools to make arrangements for its pupils and states that:

“proprietors/governors of independent schools (which include Academies and Free schools) must make arrangements to safeguard and promote the welfare of pupils at the school.”

[Working Together to Safeguard Children \(HM Government 2018\)](#) requires all schools to follow the procedure for protecting children from abuse. This Behaviour for Learning and Positive Relationships Policy Policy was written with reference to [Keeping Children Safe in Education \(September 2020\)](#) which defines safeguarding and promoting the welfare of children as:

Protecting children from maltreatment

Preventing impairment of children’s health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

Taking action to enable all children to have the best outcomes

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children, and their families to be safe, be healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

St John’s C of E Middle Academy strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment
2. Identifying child welfare concerns and taking appropriate action
3. Using the curriculum to enable our children to develop keep safe strategies
4. Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school policies are designed to meet these needs and are available on request or via the school website. This policy applies mostly to points 1 and 3 above and reflects current legislation, accepted best practice and complies with government guidance.

At St John’s C of E Middle School we recognise the importance of promoting healthy friendships and relationships through the whole school Christian ethos, child protection, anti-bullying work and the Behaviour for Learning and Positive Relationships policy. Positive relationships with school staff will encourage children to disclose any concerns about their own safety or the safety of another pupil. Key messages about healthy relationships are taught to all pupils using age and stage appropriate language to explore topics such as friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed.

1. Introduction

The School's Behaviour for Learning and Positive Relationships Policy is reviewed by the Governor's annually. It is available [on the school's website](#) (for parents, staff and Governors,) [on the school network](#) (for staff,) and in the staff room [on the safeguarding board \(for staff\)](#) It is shared with parents/carers on entry to the school and forms part of the [staff handbook](#). This policy is also applicable when pupils are on trips, weekends away and for pupils walking to, or from, school (anywhere where the pupil is representing the school.) This policy will still be applicable during these times and the same sanctions can be imposed as if the incident occurred on the school site.

We have used evidence and guidance from a number of Publications including:

- Mental Health and Behaviour in Schools (DfE, 2018)
- Timpson Exclusion Review (2019)
- Improving Behaviour in Schools (EEF, 2019).
- Included, Engaged and Involved Part 2: A positive approach to preventing and managing school exclusions (The Scottish Government 2017)
- Guide to developing a Relational Approach (Babcock)

2. Values and aims:

Our mission statement encapsulates our ethos:

At St. John's Church of England School our mission is to be a school where every individual in our community is valued and where care and concern for others is key.

We will be guided by the Christian values of love, forgiveness, justice, faith, integrity, peace, reconciliation and prayer.

We will expect all our pupils to 'Give of their Best', achieve their full potential, be good citizens and respect difference in our growing global world.

At St John's C of E Middle School, we believe that in order to facilitate teaching and learning, appropriate behaviour must be demonstrated in all aspects of school life.

We are committed to:

- ensuring that all children feel safe, secure, connected, understood and cared for.
- developing relationships with our pupils to enable early intervention.
- Encouraging positive relationships with parents/carers/students and staff.
- Promoting positive learning behaviour.
- Promoting self-esteem, self-discipline, regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Challenging and addressing inappropriate behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The Relational Approach:



‘Guidance for Developing Relational Practice and Policy’

<https://www.babcockldp.co.uk/inclusion-and-ehwb/relational-learning>

3. Specific Roles and Responsibilities

3.01 Governing Body

- The governing body has overall responsibility for the implementation of this policy and the procedures of St John’s C of E Middle School.
- Support the school in maintaining high standards of behaviour
- The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Ensure appropriate panels are able to be called in the event of requiring an exclusion panel or other such committee.
- The governing body has responsibility for handling complaints regarding this policy, as outlined in the school’s [Complaints Policy](#).

3.02 The Headteacher

The Headteacher is responsible for the day-to-day implementation and management of this policy and its procedures and may delegate aspects to members of the school's leadership and management teams.

The Headteacher will:

- Ensure all decisions regarding this policy are in line with current Dfe Policy and guidance.
- Record appropriately all exclusions and formal communications with parents or outside agencies.
- Respond to training needs through appropriately planned Professional Development.
- Review the health, safety and welfare of staff regularly.

3.03 SENDCo and Head of School

- In some circumstances, children have emotional and behavioural difficulties. Any issues concerning these children are addressed accordingly via the SEND policy and, where possible adaptations are made to provide them with support according to their needs.
- Monitoring, recording and liaising with outside agencies to support individual children with special educational needs is the responsibility of the SENDCo and Head of School

3.04 SENDCo, Assistant Headteacher and Heads of Year

- The SENDCo, Assistant Headteacher and Heads of Year are responsible for monitoring and ensuring consistency of sanctions and rewards recorded on Epraise. Parents of children identified as displaying persistent behaviours will be asked to attend meetings in school to discuss the concerns and look at the next steps as part of a [graduated response](#). The school may take the decision to implement a Pastoral or Learning Support Plan, created on provision map, which is shared with all relevant staff. Parents will be offered support where appropriate Detail can be found in the school's [Early Help Statement](#) and Worcestershire's Local Offer (http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp/1798/send_education_provision/3)
- At various stages of the graduated response, the Head of Year, SENDCO or identified staff will work with relevant teachers to review Individual Pastoral Support Plans using measurable outcomes from Epraise.
- Should a child not be able to manage their behaviour with the maximum level of support available* within the mainstream school framework, additional support or alternative provision will be investigated in order to maintain the educational rights of other children who may be affected adversely by the social and emotional difficulties displayed by the individual child. (*This refers to the support outlined in the Worcestershire 'Ordinarily Available' Document and in a child's EHC Plan)

3.05 Deputy Headteacher (Inclusion)

The Deputy Headteacher is responsible for the coordination and delegation of responsibility within the supportive systems and structures of the school as well as delivering training and sharing information with all staff in school working directly with pupils.

This will include:

- Overview of strategies for managing behaviour (Including the Epraise Shop)
- The [Behaviour Recovery Process](#)
- The school's [Early Help Offer](#) and Liaison with outside agencies
- Provision and overview of a robust system to record support
- Launch Pad
- Development of Personal Attributes
- Use of Pupil Premium and Pupil Premium+
- Motional and the Trauma Informed School Approach
- Ensuring provision is appropriate for identified groups.
- Support all staff to focus on and develop positive relationships in all interactions across the school day and as part of everyday class teaching.

3.06 Early Help and Mental Health Support (Wave 3 Provision)

The main aim of the Early Help and Mental Health Support Practitioner is to support the pupils, and their parents, who have been identified as extremely vulnerable.

Vulnerability is identified via several ways:

- Changes in behaviour/emotional state
- Communication with parents/carers
- Attendance
- Conversations with pupils
- Assessment using '[Motional](#)' which provides a baseline for their emotional wellbeing.
- Where needs are identified, pupils are offered a programme of support relevant to their needs. This is recorded on Provision Map.
- The role is also to support all staff to focus on and develop positive relationships in all interactions across the school day and as part of everyday class teaching.

3.07 Social Emotional Learning Support Practitioner (Wave 2 Provision)

The main aim of the Social Emotional Learning Support Practitioner is to assist in identifying possible causes for non-engagement in learning and offering strategies and 'time-limited' support. Deployment is made where trends have been identified or there is a continual decline in a pupil's Mental wellbeing or engagement in learning despite Wave 1 provisions.

- Support all staff to focus on and develop positive relationships in all interactions across the school day and as part of everyday class teaching.

3.08 Behaviour Recovery Practitioner (Wave 1 Provision)

The main aims of the Behaviour Recovery Practitioner is to promote positive behaviour throughout the school and to ensure that pupils who are having difficulty managing their behaviour are provided with additional support in line with our [Behaviour Recovery Process](#).

The role of the Behaviour Recovery Practitioner involves:

- Encouraging good behaviour through modelling and praising positive behaviour.
- Working in classes with identified pupils to build relationships and promote positive behaviour.
- Supporting re-integration back into class following behaviour recovery or exclusions.

- Supporting form tutors in providing good communication between school and home
- Using Safeguard my School on Provision Map to record removals informing support plans and communication.
- Reinforcing Pastoral Support Plan Targets on Provision map with pupils.
- Carrying out the, calming, reflection, and behaviour recovery process with children
- Supervising children in the Behaviour Recovery Area that have Recovery Seclusion
- Support all staff to focus on and develop positive relationships in all interactions across the school day and as part of everyday class teaching.

3.09 All Staff

Staff, including teachers, support staff and volunteers, will be responsible for following this policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and develop positive relationships.

3.10 Parents/Carers

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

Parents/carers will be expected to take responsibility for promoting positive relationships and behaviour for learning and modelling acceptable behaviour.

Parents/carers will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Parents/Carers will be expected to communicate any concerns through school communication channels and to not post negative comments on social media about staff, other pupils, parents or the school, which may damage relationships.

3.11 Pupils

Pupils are responsible for their own behaviour both inside school and out in the wider community. They will be made aware of the school policy, procedures and expectations through assemblies, lessons, displays, rules and individual conversations.

Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to a trusted adult.

4 Developing Relationships

4.01 Expectations

Children do better when they are calm. The calmer and more connected the caregiver, the calmer and more secure the child. And the healthier it is for the child's brain and body.

- Children have very real emotional needs that need proper tending. In general, the more these needs are met, the easier it will be for the child to be resilient in the face of life's challenges.
- Learning about core emotions will help the child successfully manage emotions.

- The child's self-esteem is developed by being kind, compassionate and curious about their mind and world.
- When a break in a relationship occurs, as often happens during conflicts, we aim to repair the emotional connection with the child as soon as possible.

The following sections outline expectations for different members of our school community and at different parts of the school day.

- All expectations need to be taught continually and consistently applied
- Time must be taken to do this
- Every member of staff has a responsibility to ensure expectations are consistent
- Every member of staff is a role model and should exhibit the behaviour expected

4.02 Pupils will be expected to:

- Conduct themselves around the premises in a safe, sensible and respectful manner. (Integrity and Peace)
- Arrive to lessons and school on time and fully prepared. (Integrity)
- Follow instructions given by staff, even if the staff member is not there to enforce it. (Integrity)
- Behave in a reasonable and polite manner towards all staff and pupils. (Love)
- Follow classroom rules and procedures. (Justice and Integrity)
- Treat pupils and staff how you would like to be treated. (Love and Justice)
- Show respect for the opinions and beliefs of others. (Love and Peace)
- Complete classwork as requested. (Integrity)
- Hand in homework at the time requested. (Integrity)
- Ask for help if it is needed (Faith)
- Report unacceptable behaviour. (Faith and Justice)
- Show respect for the school environment and equipment. (Love)
- Follow the school rules (Justice)

4.03 Staff will be expected to:

- Arrive in time which ensures that they are ready to begin work.
- Greet pupils at the door
- Ensure that, as a form tutor, there is a 'mood board check in' twice a day (Registrations) which allows for early identification of issues which may impact on a child's learning behaviour.
- Create a swift and purposeful start to any learning activity
- Reinforce, calmly, clear expectations of behaviour at all times
- Deliver suitably planned and structured learning activities which meet the needs of all individual pupils.
- Deal with incidents of inappropriate behaviour by following the school policy.
- Promote, reinforce and reward positive behaviour in the classroom and around school with all pupils
- Ensure that pupils are clear on and reminded of the expectations when moving around school and lining up.
- Ensure that children are appropriately positioned in class and that a seating plan is available on request. (Praise)
- When grouping children, not only ability is considered, but also the child's willingness to cooperate with others.
- Position themselves in order to observe the class.

- Treat all pupils fairly and with respect
- Model appropriate behaviour
- Ensure that they are aware of needs and are following plans (Provision Map)
- Make reasonable adaptations in order to meet pupil's individual needs.
- Following the SEND Code of Practice, policy and the graduated approach found in **appendix 1**
- Treat all pupils fairly and with respect
- Set high expectations based on equality, respect and fairness.
- Pace lessons appropriately
- Set appropriate, meaningful, interesting and progressive work
- Communicate Regularly and effectively with parents/carers
- Record sanctions on Epraise and key conversations on Provision Map.
- Ensure that visiting teachers are aware of the expectations of the policy.

Display within the classroom the 5 'Golden Rules' (These are also in the pupil's planners and must be taken to all lessons.)

1. Attend lessons on time and properly equipped. (Integrity)
2. Be polite and treat everyone with respect. (Love, Peace and Justice)
3. Be a good listener so everyone can learn. (Love and Peace)
4. Complete my work to the best of my ability. (Integrity)
5. Always leave the classroom tidy. (Love)

All children should be given the opportunity to develop:

- Skills for learning
- Thinking Skills
- Self-awareness, independence, self esteem
- Social skills (Sharing, cooperation, listening)
- Self-control and management of their behaviour.

Classroom expectations, rewards, lessons, assemblies, collective worship, enrichment activities PCSHE lessons and other programmes are used to teach, encourage and reinforce these.

See Appendix 2. (*Epraise, Personal Attributes and Values Links.)

***Posters of these are displayed in the classroom and are explicitly referred to.**

4.04 Parents/carers will be expected to:

- Work in partnership with staff to ensure good behaviour (Epraise and Parentmail are the primary forms of communication used in school. Parents/carers are requested to be on the systems and check messages regularly.)
- Promote and encourage the school rules
- Inform staff of any concerns (Initial contact via the form tutor)
- Respond appropriately to concerns raised by members of staff
- Ensure pupils come to school in correct uniform and on time, ready to work.
- Ensure pupils attend all school days and if the pupil is ill, to inform the school immediately.
- Model positive behaviour and speak to, and about, others in a respectful manner including on Social Media.

4.05 Expectations for outdoor breaks:

Before outdoor break:

If there has been an issue in the lesson:

1. Are the problems likely to continue outside the class?
2. If problems are anticipated, child needs to remain so breaktime expectations can be reinforced and calming strategies can be used.
3. If it is appropriate for the child to go out – teacher to ensure that someone on duty is aware of what has happened (and outline any expectations)

During outdoor break:

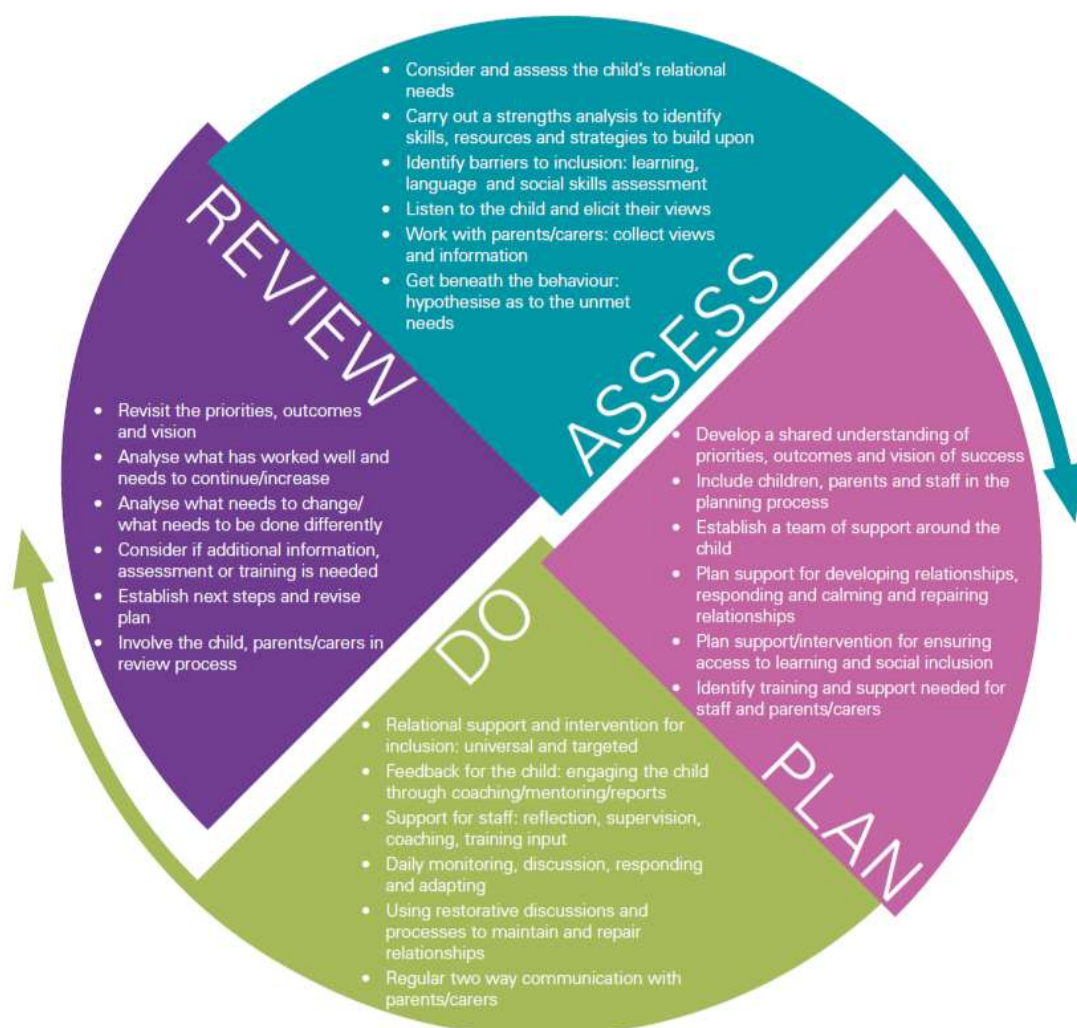
1. Duty team to be on duty promptly
2. Break club run for identified pupils
3. Early Help Support out for lunchtime
4. Break and Lunch club run for identified pupils to build social skills

End of outdoor break

1. All teaching staff out promptly to collect classes following lunchtime
2. All staff ready to greet classes at door following breaktime.
3. Children to walk calmly and sensibly into school
4. All staff remind of expectations

4.06 Support provided by the school for children who find individual behaviour management difficult includes the following:

- Graduated Response and individual pastoral support plans



- Early Help Practitioner
- Social Emotional and Learning Support Practitioner
- Targeted support at times identified as difficult for the child
- Adult support via behaviour recovery
- Anger Management work
- Motional and a Trauma Informed School's Approach
- MAPA trained staff to assist staff with de-escalation
- Epraise Behaviour tracking
- SENDCo to support with identifying and removing learning barriers
- External support outlined in the school's Early Help Offer
- Consideration of a 'managed move' or short-term part-time timetable if deemed necessary and supported by medical evidence.
- If necessary following a graduated response and regular meetings with the parents/carers, an Educational Health Care Plan (EHCP) may need to be sought.

4.07 Home-School Links

We pride ourselves on our links with parents and encourage parents to contact us if there are any concerns or if support is needed with their child's behaviour at home. Where appropriate school will liaise with outside agencies to gain support and advice. Details of who we work with are outlined in the school [Early Help Offer](#) and [Early help Statement](#) which can be found on the website in the Safeguarding section.

Children wear their uniform to show that they are a part of St John's C of E Middle School. Parents and pupils should be aware that there is an expectation that children behave respectfully and appropriately when in, and out of, school; especially when in their uniform. Children need to be mindful of how they behave when in their uniform, ensuring that they do not impact on the reputation of the school.

The school reserves the right to take any reasonable action as a result of breaking its rules and regulations by any pupil when he/she is on or off site in school uniform or can be identified as a pupil of our school. This includes taking sanctions up to permanent exclusion against pupils who do not behave appropriately and bring the school into disrepute.

4.08 Involvement of outside agencies

The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of support available.

Agencies the school works with include but are not limited to:

Worcestershire SEND Services
 CAMHs and CAMHs CAST
 Reach 4 Wellbeing
 Health Professionals
 Worcestershire Children First (Children's Services)
 Early Help
 Targeted Support
 The Parenting Community Service (Peartree)
 West Mercia Police
 The Forge, Aspire Academy and Chadsgrove
 School Nurse
 Bright Futures Educational Psychology

5 Responding and Calming

There are three main elements that must be very clear to the pupils:-

- How they behave is their **CHOICE (Some pupils may require support regulating before this can happen) (Integrity)**
- Each lesson is a **FRESH START. (Forgiveness and Reconciliation)**
- There is school wide **CONSISTENCY. (Justice)**

All behaviour communicates something. Where behaviours do not meet expectations, we look to find stressors and reduce them, find unmet needs and meet them, and find skill deficits and teach them.

5.01 Rewards

At St Johns we want to encourage pupils to make the right choice when it comes to behaviour and their learning. Setting high, but reasonable expectations we inspire our pupils to 'Give of Their Best' in every lesson, every day.

We aim to celebrate the positive things our pupils do both in and outside of lessons.

Epraise gives pupils and parents the opportunity to share successes what's going on at the school in terms of behaviour and achievement. It is an online rewards system that we use to record, and share, all the great things the children do in school so their achievements can be recognised and celebrated at home. Please refer to the [Epraise Parent Guide](#) for more information on logging in, tutorials and settings

Pupils can gain points:

- +1 point per house point
- +3 points per positive postcard
- +5 points per subject award/certificate
- +10 points per HT Award
- +10 points per 100% attendance per half term
- +25 points per End of Year Prize

Note: Class teachers can award a maximum of 1 house point to any pupil at any one time. Class teachers have 1 positive postcard per week to issue.

We reward those pupils who demonstrate creative thinking, independent enquiry, team work, reflective learning and working to the best of their ability. All pupils receive an epraise point for every lesson that they meet the expectations. (Attending the lesson, handing in homework** and no sanctions received.)

**Full detail of Homework expectations can be found in the [Homework Policy](#).

5.02 Give of Your Best Trips

We challenge our pupils to 'Give of Your Best' (GOYB) and reward those who do at the end of the Autumn and Summer term with special GOYB trips. The right to go can be purchased in the Epraise Store along with other items. A letter will be sent to the parents/carer of those eligible to gain permission and payment.

Eligibility for the Give of Your Best Trips will not be guaranteed on Epraise point accumulation alone. If pupils fall into any of the following categories at the date of trip deadline the school reserves the right not to invite them to attend and their points will be refunded. In the event of this looking likely, parents would already have been spoken to by the Head of Year or a member of SLT.

- Attendance is below 96% without acceptable reason
- Pupil is consistently in the top 10 for demerit points.
- Pupil is consistently in the top 10 for after school interventions
- Pupil has any outstanding 30/45 min after s.
- Pupil has received fixed term exclusion since the last GOYB Trip
- Pupil has received 2+ periods of Recovery Seclusion within the term
- A child receives excessive sanction points in a term.

5.03 Trauma Informed Approaches

Staff receive training on Trauma and attachment. Within school we use Motional, which is an online program to assess and create an individualised support plan for pupils.

5.04 Sanctions

All behaviour is a form of communication and sanctions are issued to encourage better choices as well as to identify patterns and to develop stronger and more productive working relationships..

Acceptable behaviour: That which promotes courtesy and cooperation from all pupils in terms of their relationships with other pupils within school, teachers, other school staff and with visitors within school.

Unacceptable Behaviour:

For the purpose of this policy, the school defines “**low level unacceptable behaviour**” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Low Level Disruption
- Not Working to the Best of Ability
- Not Respecting Equipment
- Arriving late to lessons
- No Homework
- Being unequipped for lessons
- No PE Kit
- No Art or DT Equipment
- Boisterous Behaviour
- Not Following Instructions/Listening
- Uniform Infringement
- Running in Corridor
- Mobile Phone Visible
- Inappropriate Language
- Eating in Corridor
- Chewing Gum

Epraise Demerits for “Unacceptable behaviour” may be escalated to “serious unacceptable behaviour” depending on the behaviour breach.

For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as: any behaviour which may cause harm to oneself or others, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual based on disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

And any other behaviour that significantly disrupts the education of other children or the safety of children and staff.

Where sanctions are given, demerit points are added to Epraise. These do not deduct from the positive points earned. However, in the event of a child receiving a sanction, they will not earn an expectation point for that period of the day. Accumulation of too many of these over time will result in meetings with parents and a graduated response to develop a pastoral support plan.

| | | |
|-------|------------------|---|
| D1 | 1 Demerit Points | This is a warning and should be seen by the child as an opportunity to make more positive choices. |
| C2/D2 | 2 Demerit Points | Carries higher point accumulation. Recorded on epraise. Where patterns emerge in a subject or over time, parents will be notified initially by the form tutor. (See Graduated Response) |
| C3/D3 | 3 Demerit Points | Parents/carers will be notified by the teacher who issued the sanction via epraise on the same day. If unread in 48 hours, follow up phone call made. |
| C4/D4 | 4 Demerit Points | Wednesday 30-minute after school interventions (3.15-3.45pm) with Head of Year. An Epraise message is sent home by the issuing teacher. If unread in 48 hours, follow up phone call made. |
| C5/D5 | 5 Demerit Points | Thursday 45-minute after school interventions (3.15-4pm) with SLT. An Epraise message will be sent home by the issuing teacher prior to |

| | | |
|--|--|--|
| | | the after school intervention. If unread in 48 hours, follow up phone call made. |
|--|--|--|

It is the responsibility of the pupil to attend their after school intervention.

***Failure to attend results in an escalation of the intervention duration. If a child persistently fails to attend, the parent/carer will be asked to come to school to support in the creation of a Pastoral Support Plan and sanctions will be applied to a separate time in the day if required.**

If a serious unacceptable behaviour occurs in a lesson then a C4/C5 is issued. This is referred to the Head Of Year (C4) or Senior Leadership Team (C5) for investigation and a sanction issued based on the outcome. If this occurs within a lesson then the pupil is removed via "Behaviour Recovery" staff.

- Warnings/C2/C3 do not carry over from one lesson to the next, either in a day or subject – each lesson is a fresh start.
- C4 can be issued when a C3 incident is referred to Head Of Year for further investigation
- C5 is reserved for the most serious of incidents and will require a referral to a member of the Senior Leadership Team for further investigation and may involve possible seclusion/exclusion.
- D1 to D5 is used for recording negative behaviours outside the classroom.
- There is no corporal punishment at the school.

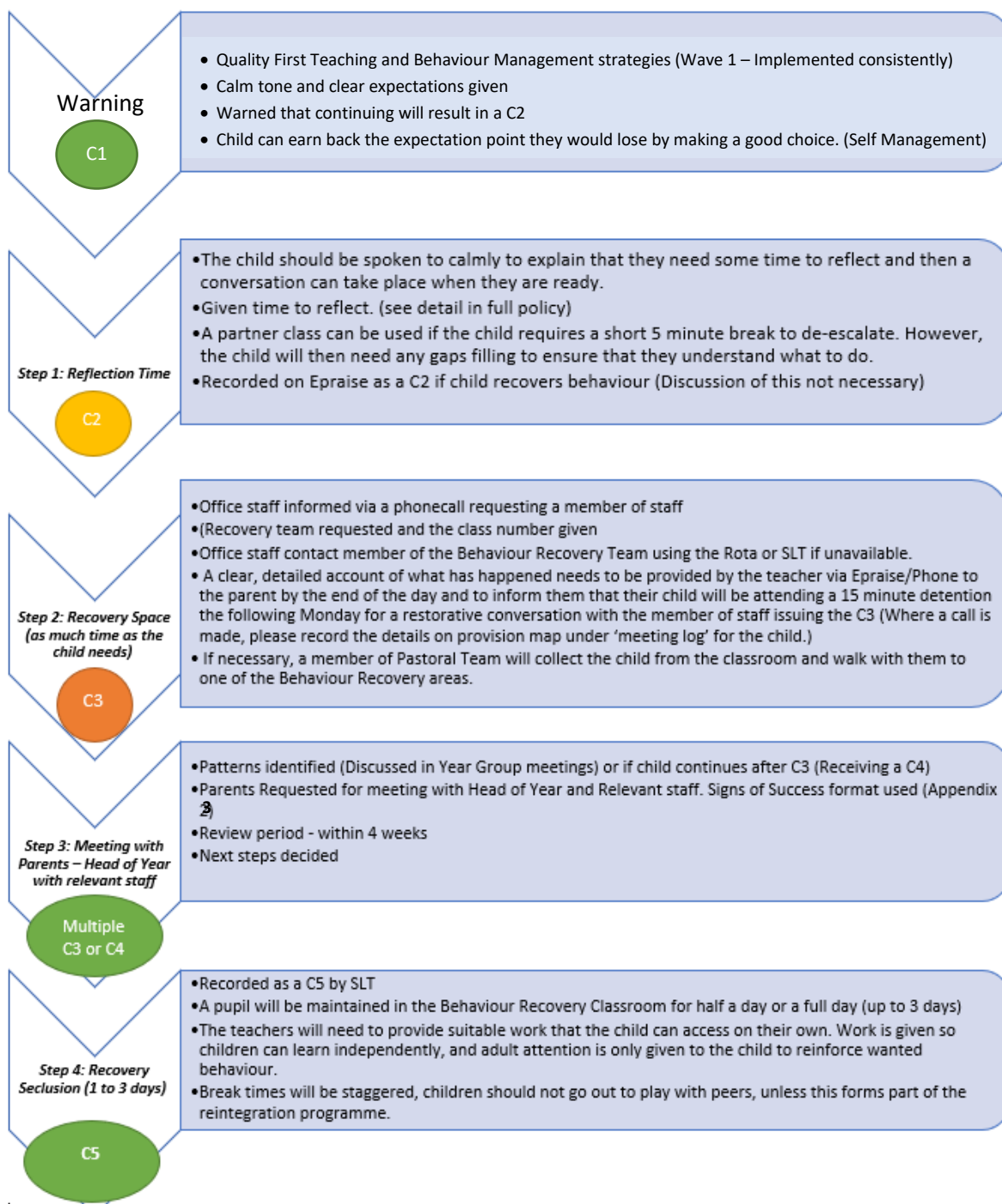
If a pupil forgets their equipment by accident, they can see their class teacher or Head of Year in registration time and borrow the equipment for the day without sanctions being received for not being equipped. The aim of this is to reduce lost learning time and to encourage children to take responsibility.

5.05 Behaviour Recovery Model (Full Detail in the [Behaviour Recovery Rationale](#))

At St John's C of E Middle School, we use a Behaviour Recovery model. This is to allow the school to maximise the time spent within the teaching and learning process and maintain a low-key approach at the lowest level of support. The framework allows for a graduated approach to support children who may be experiencing a heightened emotional state in the least intrusive manner.

The overall impact of the Behaviour Recovery approach reduces feelings of insecurity and anxiety which in themselves can trigger challenging behaviour within children. Children are supported and helped during difficult situations and over time, the internal controls children have (psychological inhibitors) become more prominent allowing **children to manage their own behaviour**.

At step 1 Some class teachers will have a space (table and chair and positive images display) set up in the classroom. Some children may refuse to move to the reflection area and prefer to complete their reflection at their desk and this should be supported as reflection is a process not a place.



At step 2 when the child leaves the class with the member of the recovery team, the trigger and conversation is logged on provision map and shared with the form tutor, teacher who requested removal and the head of year. This is to allow reflection on practice if necessary and to inform support plans and communication with parents.

N.B- Support staff that are required to escort children around school have completed MAPA (Management of Potential or Actual Aggression) or Trauma Informed Schools training.

If a decision is made not to remove the child, other support from the Pastoral Team may be provided such as:

- A private conversation with the child outlining expectations and identifying the trigger which is then passed on to the teacher to inform future practice.

- A short supportive observation of the situation
- support from a member of the Pastoral Team in class, working alongside the child supporting them to change their behaviour and to re-focus on the task in hand.

5.06 Re-integration and Re-entry

A key principle behind the Behaviour Recovery Programme is to allow children to ‘recover’ their behaviour, in other words to calm down and think about their behaviour so that they can return to the teaching and learning situation as soon as possible. This increases their own self-efficacy and confidence.

At any stage within the model classroom re-entry needs to be considered carefully and thoroughly planned.

Reintegration: Points to consider:

- Seating Plans
- Welcoming the pupil
- Allowing time for the pupil, and classmates to adjust
- Speaking calmly and sincerely
- Stating what the pupil needs to do rather than referring to previous misbehaviour or insisting on public apology
- Praising positive behaviour in a non-counterproductive way
- Support from the Behaviour Recovery Practitioner in class
- Re-establishing rapport and continuing to build relationships
- Re-introducing the curriculum and accounting for missed learning steps

5.07 Bottom Line Behaviours

For serious incidents, a child would be placed within the behaviour recovery area for a fixed period of time. The intervention may include a placement in the behaviour recovery area for a longer period of time and include curriculum reinforcement. Parents will be contacted and involved in developing a Pastoral Support Plan. As appropriate, weekly progress meetings would be established that involve the form tutor/head of year and parents in order to review the child’s progress.

The Headteacher, staff and governors have agreed on a limited number of behaviours that are considered ‘extreme and serious.’ These incidents require a high level of intervention, investigation and a response from the Headteacher/Head of School.

| Serious Behaviour | Immediate step |
|--|---|
| Action with intent to cause harm/injury | Behaviour Recovery – Parent/carer contacted |
| Threatening behaviour (Including Verbal) | Behaviour Recovery – Parent/carer contacted |
| Actions which involve inappropriate touch (peer on peer abuse) | Behaviour Recovery – Parent/carer contacted |
| Serious damage to school property | Behaviour Recovery – Parent/carer contacted |

Where necessary, and in situations where a child’s behaviour is putting their own safety or the safety of others at risk, a child may be physically escorted or restrained according to the ‘Positive Handling’ Policy. Such incidents are recorded, and parents informed as necessary. Incidents directly relating to radicalisation will be dealt with following the Prevent guidance in the safeguarding policy and immediately referred to the police for investigation if deemed necessary for advice or intervention (Prevent Duty 2015)

5.08 Anti-Bullying Procedure (Also see the child friendly antibullying policy on our website.)

St John's C of E Middle School, we define bullying to our pupils as, "*the **repetitive, intentional hurting** (physically or emotionally) of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online.*" (Anti-Bullying Alliance)

If someone is doing something that they do not like. We encourage use of the word "STOP." It also makes it clear that the person does not want it to continue in an assertive manner. Aggression and retaliation should never be encouraged and will result in sanctions for both children.

*Bullying is something that happens **Several Times On Purpose** and they should **Speak-out Tell One Person***

Bullying is a direct contradiction of our school values of love, peace and integrity.

Our anti-bullying procedure aims to:

- Promote respect and tolerance for each other.
- Provide a secure, stimulating, positive and inclusive environment for learning.
- Make clear to pupils and staff what bullying is and that it is always unacceptable.
- Explain to staff, pupils and the whole school community why bullying can occur and the impact on individuals and the school as a whole.
- To have in place an anti-bullying support system, that all staff and pupils understand and to apply the system consistently.

On-going patterns of making and breaking of friendships, where both parties are equally responsible, does not constitute bullying. Nevertheless, such behaviour can have a negative effect on pupils' ability to focus on learning and will be addressed where identified or reported.

Bullying behaviour can include:

- **Physical aggression**, such as hitting, kicking, taking or damaging possessions;
- **Verbal aggression**, such as name calling, threatening comments, insults, remarks, teasing, sending nasty notes or making nuisance calls.
- **Electronic or cyber bullying**, such as the sending of inappropriate text messaging and electronic messaging through websites.
- **Indirect social exclusion**, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or their family.

Bullying can happen to anyone. This procedure covers all types of bullying including:

- Race, religion or culture.
- Special educational needs.
- Appearance or health concerns.
- Sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults.

Pupils are made aware that discriminating, teasing or bullying someone is unacceptable in any circumstance

If a pupil is subject to bullying, has witnessed bullying or fears that they may be guilty of bullying, They must **immediately report concerns to a trusted adult. Children can also use Epraise to report bullying.** Following the initial discussion the staff member will record the incident with the child's name and the tag 'bullying victim' which regardless of outcome will be kept on file to record actions and identify patterns. Concerns about mental wellbeing or bullying can be reported on epraise. This can be found on the child's

'home' page under 'Report a concern. ' Once reported, investigation will take place and the outcomes will be recorded by the investigating member of staff. Any other relevant information will be shared with the form tutor, head of year and any relevant staff.

Anti-Bullying – Responsibilities

All Staff

All staff have the responsibility to:

- model appropriate behaviour in relationship with other staff and with pupils.
- confront bullying in any form including where passed off as 'banter'
- confront the use of words which promote fear about reporting such as 'snitch' or 'grass'
- record the concern on 'Safeguard My School' under the tag 'Bullying Victim'
- take appropriate action (and refer to Class Teacher/Head of Year/SLT as appropriate)
- promote the use of a range of learning styles and strategies which challenge bullying behaviour
- Ensure that parents, and children are aware of the school 'Child Friendly anti-bullying policy' available on the website which outlines the approaches taken by school.

Heads of Year

The Head of Year has the primary responsibility of dealing with bullying incidents. In addition to the above, they also have the responsibility to:

- listen to all parties involved in incidents and record actions against the initial bullying concern
- investigate incidents promptly and as fully as possible
- record confirmed cases of bullying naming the perpetrator and using the tag 'bullying perpetrator'
- share with parents/carers of the victim and bully, incidents of persistent and/or serious bullying, working with all parties to create a plan.

Senior Leadership Team

The Senior Leadership Team have, in addition to the above responsibilities has the responsibility to:

- promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
- promote the use of interventions which are least intrusive and most effective.
- monitoring types of bullying and instigating responses, as appropriate
- Record and report confirmed cases of bullying at regular intervals to the Governing Body
- Monitoring an epraise 'Report a concern' thread and sharing concerns with relevant staff so it can be dealt with discreetly.

Parents

All parents should make themselves familiar with the school's policies on bullying when their child joins the school and how to encourage safe use of social media.

If a parent/carer believes that their son/daughter is being bullied they should:

- Reassure their son/daughter: It is not their fault and the matter will be dealt with sensitively. The child has done the correct thing in 'telling'.
- Contact their son/daughter's form tutor initially and Head of Year if the situation escalates. (all concerns recorded by the form tutor, will be shared with the Head of Year via Safeguard My School.
- Where required, a meeting with the pupil's form tutor, Head of Year or a member of the Senior Leadership team may be arranged – please note that the electronic recording of meetings is strictly prohibited without prior permission from the Head Teacher.

Note:

If a serious incident/assault occurs after school or during weekends/school holidays, parents should contact the Police and then inform school so support can be organised or appropriate measures taken. If cyber bullying via social media takes place after school or during weekends/school holidays, pupils/parents must evidence the details through a screen shot and contact the social media provider and/or the police before informing the school.

All social media has a minimum recommended age of 13 years with some, such as whatsapp, being 16.

The opportunities for bullying behaviour can be reduced through a combination of:

- Raising awareness for staff and pupils of what bullying is and how it affects people.
- Creating 'connectedness' and ensuring that pupils know who to talk to or how to report concerns.
- Emphasising the important role that bystanders play in tackling bullying and teaching pupils how to safely challenge bullying behaviour.
- Developing pupils' social and emotional skills including resilience and their ability to manage relationships constructively and assertively.
- Training all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.
- Creating "safe spaces" for vulnerable children and young people.

There are regular meetings with the school council with representatives from each class across the school. The message is clearly given that they are important in reducing bullying behaviour by reporting back anything that they become aware of.

5.09 Discriminatory Language

Racist, Homophobic, Transphobic, anti disability and language to discriminate against faiths.

The use of any language to discriminate against someone based on race, gender, sexuality, disability or religion is taken extremely seriously. Some homophobic language is used to describe something as being inferior. Phrases such as: 'those trainers are so gay!' may be passed off as 'harmless banter'. However, the use of homophobic language to describe something, or someone, in a negative way will ALWAYS be challenged, recorded on safeguard my school and dealt with.

Bullying (including Cyber) and its consequences are taught to every pupil through our PSHE programme of study. Parents must also take responsibility to educate and advocate the safe and acceptable use of the internet and social media via monitoring their child's use outside of school hours.

Reducing incidents involving the inappropriate use of language.

- Having clear steps to follow in the event of inappropriate language being used allows all adults in school to have the confidence to challenge it when it occurs.
- Raising awareness of what racist, homophobic, transphobic, anti-disability and language that discriminates against faiths, and how it affects people
- Emphasising the important role that bystanders play in tackling improper use of this language and teaching pupils how to safely challenge the behaviour;

Dealing with Racist, Homophobic, Transphobic, anti-disability and language that discriminates against faiths if it occurs.

All adults in school have a responsibility to deal with incidents of this nature and will do the following:

The first time inappropriate language is used:

- The child is spoken to about their use of the word and educated on why its use in this way is offensive.
- The incident details and child's name are recorded on 'safeguard my school' with the relevant tag. (e.g 'racism', 'homophobic comment', 'anti-SEN')

- The Deputy Headteacher (Inclusion), Assistant Headteacher (Inclusion) or Head of School shares the record, along with any historical records relating to the same language being used with the head of year and form tutor.
- Confirmed cases are written in the school's Bullying and inappropriate language bound and numbered log located in the Deputy Head Teacher's (Inclusion) office.
- The child is informed that any further use would result in a letter/call going home asking parents/carers to come into school.

If the incident is repeated, then:

- The child is reminded that their use of the word is inappropriate and informed of the negative effects it could have on others.
- The incident and child's name are recorded on 'safeguard my school' with the relevant tag.
- The Deputy Headteacher (Inclusion) enters the details in the school's Bullying and inappropriate language bound and numbered log located in his office.
- Parents are called by the Head of Year and notified that this is the second time their child has used inappropriate language. D4/5 dependent on incident.

If the child repeats the incident:

- Further incidents would mean involvement from the Headteacher and could result in recovery seclusions or exclusions.
- All actions and incidents recorded in the school Bullying and inappropriate language bound as well as on Safeguard My School.
- If there are a number of children in a class using the inappropriate language. The sharing of incidents with the form tutor and Head of Year allow for the whole class to be spoken to in a discussion over the effects that the negative use of these words can have on people.

5.10 Parental Involvement

Where patterns are noted or there is an increase in the number of times a child is accessing behaviour recovery/receiving sanctions, a meeting is arranged. Parents, the child, and staff discuss the Signs of Success 'what they are worried about', 'what is working well' and 'what needs to happen.' All parties are involved in a 'scaling question' (0-10) See appendix 3. A plan is created on Provision Map with a review date – within 4 weeks (Pastoral Support Plan or behaviour targets added to the child's existing plan.) The plan is then reviewed using measurable outcomes and the scaling question repeated. Where the plan is successful, strategies are added to the child's 1 page profile and the plan closed. Where the plan is unsuccessful, SLT are invited to the review meeting following discussion in weekly Head of Year meetings.

5.11 Recovery Seclusion

Where appropriate, recovery seclusions will be used before a fixed term exclusion. A decision to use a recovery seclusion will be taken where a pupil shows an extreme level of behaviour. A decision to exclude a pupil will only be taken:

- In response to serious breaches of the school Behaviour for Learning and Positive Relationships policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

For continued non-compliance, despite plans being in place, or a serious incident it may be necessary to implement a recovery seclusion for a short period of time. A pupil will be maintained in the Behaviour Recovery Classroom for half or full days (up to 3 days). In this case, children will be asked to complete academic work. The teachers will need to provide suitable work that the child can access on their own. Work is given so children can learn independently, and adult attention is only given to the child to reinforce wanted behaviour. Break times will be staggered, children should not go out to play with peers,

unless this forms part of the reintegration programme. The child would have some supervised time outside in the playground or within an appropriate place within the building (e.g. school hall). A member of the Pastoral Team will speak to parents and discuss how more positive behaviour can be encouraged both at home and at school and identify support if required.

Examples of reasons for either an internal, fixed term or permanent exclusion may include any of the following:

- Continued disruption to lessons
- Continued disruption to school
- Defiance
- Verbal abuse to pupils, staff or others (Including Racial/Homophobic Abuse)
- Physical abuse to pupils, staff or others
- Possession of a weapon or item that could be used as a weapon or inflict injury
- Sexually inappropriate behaviour to pupils or staff
- Possession of drugs
- Dealing in drugs
- Theft
- Vandalism including graffiti
- Arson/Attempted Arson
- Extortion
- Threatening Behaviour
- Smoking
- Possession of Fireworks
- Setting off fire alarms/phoning emergency services from school phone
- Possession of racist/sexually inappropriate material in any format, including photos, pictures, cartoons, mobile phone images, videos or via email
- Possession of materials related to radicalisation
- Actions (including distribution of information) related to the promotion of or participation in radicalisation/terrorist activities

5.12 Use of Reasonable Force

In some circumstances it may be necessary to use reasonable force. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. Schools do not need parental consent to use reasonable force on a pupil. All members of staff have legal power to use reasonable force in the circumstances identified in the DfE guidance '[Use of reasonable force in schools](#)' (2013.) At St John's C of E Middle Academy, we also have a number of staff who have undergone Management of Actual or Potential Aggression (MAPA) training which includes de-escalation techniques. Where necessary, school staff will use reasonable force to:

- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight.
- Prevent a pupil from harming themselves or another pupil through physical outbursts.

Full details can be found in the school [Positive Handling Policy](#). Where reasonable force is used, parents/carers are notified, and the incident recorded.

5.13 Search and Confiscate

Prohibited items in school include:

- Fire lighting equipment: Matches, lighters, etc.
- Drugs and smoking equipment: Cigarettes, Tobacco, Cigarette papers, Electronic cigarettes (e-cigs), Alcohol, Solvents, Any form of illegal drugs, Any other drugs, except medicines covered by the [prescribed medicines procedure](#)
- Weapons and other dangerous implements or substances: Knives, Razors, Catapults, Guns (including replicas and BB guns), Laser pens, Knuckle dusters and studded arm bands, Whips or similar items, Pepper sprays and gas canisters, Fireworks, Dangerous chemicals
- Other items: Liquid correction fluid, Chewing gum, Caffeinated energy drinks, Offensive materials (i.e. pornographic, homophobic, racist, etc.), Aerosols including deodorant and hair spray, Any other toys which are deemed hazardous.

Searching

- Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.
- Under part 2, section 2 of the [Education Act 2011](#), teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.
- Any staff member, except for security staff, may refuse to conduct a search.
- Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.
- **Confiscation**
- A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- Please also see the school's [mobile phone policy](#). A child may bring a mobile phone. (Based on agreement to the policy) However, these must be switched off and out of sight. On the first occasion the phone is confiscated and locked in the safe for collection by the child at the end of the day. A sanction is also applied to Epraise to notify parents. On the second occasion, the phone is kept until collected by the parent and a third time would result in the child being unable to bring the phone to school. If a pupil is caught taking photographs/videos on their mobile in school, they will be asked to delete them immediately and the phone confiscated, as this is in breach of our safeguarding policy. A C4 will be issued and parents will be informed. Should a pupil upload material taken whilst in school to any form of social media they will receive a C5 and they will not be allowed to bring a phone to school for the remainder of that term. The matter may also be referred to the police should the content of the upload further breach safeguarding measures.

5.14 Fixed Term Exclusions

The decision to issue a fixed term exclusion is never taken lightly. It is an extreme measure and every other possible solution should have been sought to correct or resolve the reason behind the behaviour.

External exclusion can be for repeated patterns of behaviour or a one-off incident. An external exclusion will be used after internal exclusions have shown not to change behaviour. The same criteria for internal exclusion can be applied to external exclusion.

5.15 Permanent Exclusion

For repeated or one off **very serious** acts of anti-social behaviour, the Headteacher may permanently exclude a child. Should the Head teacher issue an exclusion, the Chair of the Governing Body Exclusion Committee is informed and issued with related paperwork.

The decision to permanently exclude a pupil is a very serious decision and takes careful consideration. Only the Headteacher can make the decision to permanently exclude. In some cases, the Headteacher may decide to impose a five-day fixed-term exclusion pending investigation and, once these have been completed, the headteacher may then decide that the incident warrants a permanent exclusion. There will be exceptional circumstances that the Headteacher may decide to permanently exclude a pupil for a "one off" incident – These include

- Serious actual, or threatened violence against a pupil or member of staff
- Vandalism/serious damage to property
- Sexual assault/abuse
- Supplying an illegal drug
- Carrying an offensive weapon

When a pupil is involved in a criminal activity, the headteacher will consider whether to notify police. Under certain circumstances the police will be contacted. (Arson, theft, possession of a weapon, sexually inappropriate behaviour and physical assault.)

6. Repairing and Restoring

6.1 Restorative Justice

The Policy is guided by the Principles of Restorative Justice and recognises the importance of developing and maintaining positive relationships. Staff encourage the restorative option to build community and maintain a positive learning environment. We believe by developing the use of restorative language, meetings, restorative conversations and peer mediation within our school we increase the possibility of positive outcomes for pupils following conflict. This approach is implemented in order to reduce exclusions, removals from class, bullying, after school interventions and disruptive behaviour by promoting and developing emotional literacy, honesty, responsibility, accountability and conflict resolution skills. In order to promote the success of this policy, the school will endeavour to ensure an effective partnership between home and school as outlined in the school's [Early Help Statement](#)

Where a child receives a C3 a short restorative conversation takes place during the day with the member of staff who issued the sanction. This is with the intention of restoring and repairing the relationship. Pupils are encouraged to engage in the process in keeping with the school values of forgiveness and reconciliation.

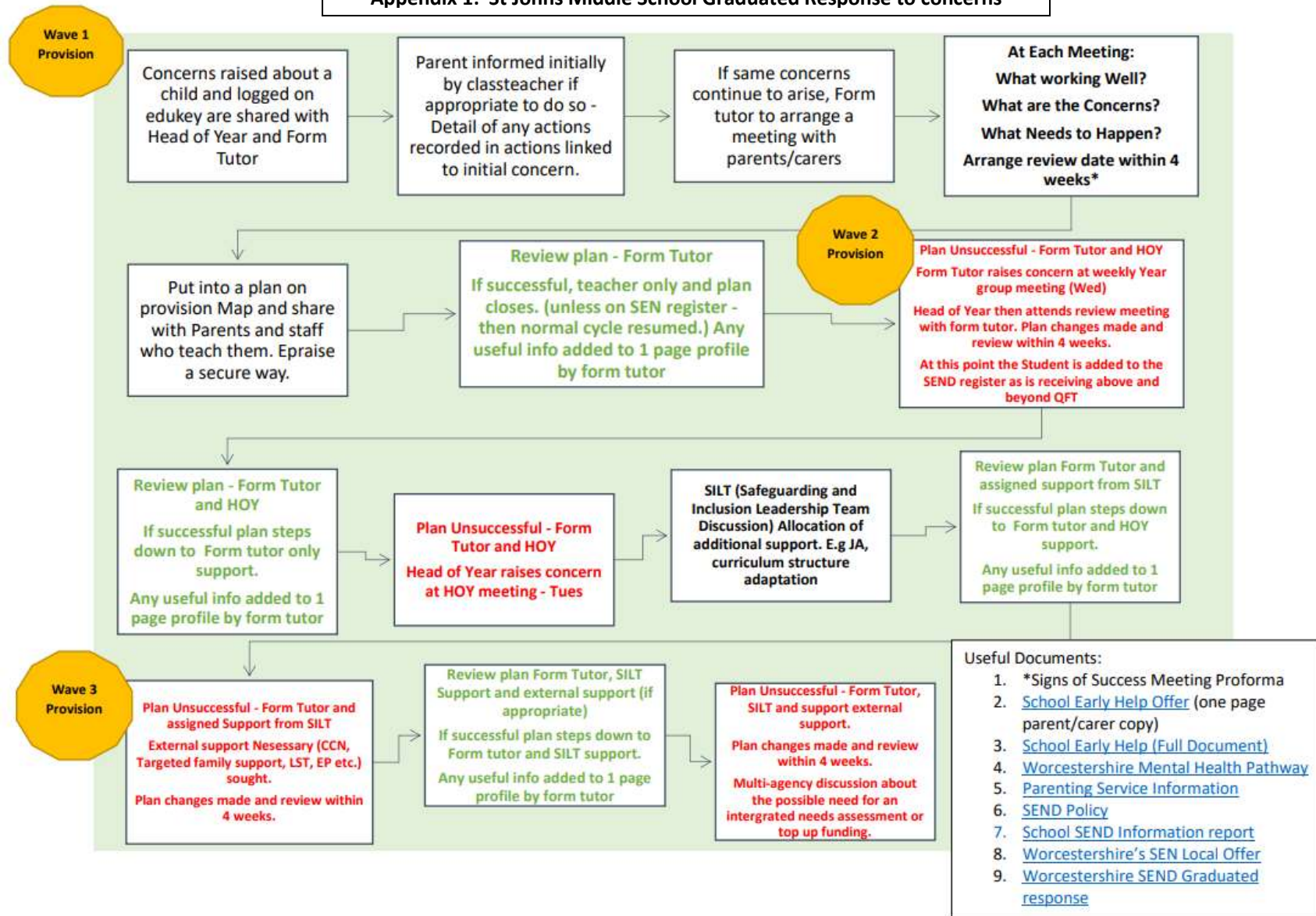
What are the benefits of restorative justice?



6.2 Reintegration meetings following recovery seclusion or fixed term exclusions.

Following a period of recovery seclusion or on return to school, following a fixed term exclusion, the parents are requested to attend a reintegration meeting with identified members of staff in order to discuss the reason for the seclusion/exclusion and any support required in order to prevent a repeat of the circumstances. All behaviour issues are considered on an individual basis.

Appendix 1: St Johns Middle School Graduated Response to concerns



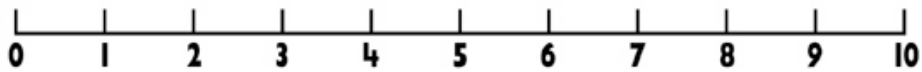
Appendix 2: Epraise Point , Personal Attributes and Values Links

| School Value | Epraise Links | Personal Attributes developing |
|--|---|--|
| Love Show love/care for other people Take great interest and pleasure in something | Fantastic Classwork (Care taken) Effective participation (Love of Learning) Reading Point Team work | Sociable, Happy, Kind/Caring, Considerate, Knowledgeable, Team Players, Curious, Empathetic, Engaged/Focused, Passionate, |
| Forgiveness a conscious, deliberate decision to release feelings of resentment or vengeance toward a person or group who has harmed you | Team work (Active Listening) Self-management (Of emotions) | Empathetic, Team Players |
| Justice Treat people the way you want to be treated. Recognition and regard for rules. | Self-management (Of learning behaviour) | Respectful Know how to keep safe/Responsible |
| Faith complete trust or confidence in someone or something. | Effective participation (Faith in own ability and faith in class to show respect if a wrong answer is given.) Perfect Answer Creative thinking (Trust in own ability to find a way) | Confidence, Challenged, Creative, High Self Esteem, Adaptable/Flexible, Risk takers in a safe environment/ Persistent/Resilient, skilled, Make connections, Articulate, Problem Solvers |
| Integrity Having integrity means doing the right thing in a reliable way. It's a personality trait that we admire, since it means a person has a moral compass that doesn't waver. | Independent Enquiry Self-management (<i>Both behaviour and work – follow set expectations when the teacher is NOT looking.</i>) | Committed/Determined, Diligent, Self-Motivated, Organised, Independent |
| Peace The definition of peace means being free from disturbance. From a biblical perspective, the absence of conflict is only the beginning of peace . True peace includes personal wholeness righteousness, political justice, and prosperity for all creation | Self-management (Of learning behaviour/Mental health) Effective participation – (Turn taking) | Healthy, High Self-Esteem |
| Reconciliation Putting things right or the action of making one view or belief compatible with another. | Team work Effective participation | Empathetic, Team Players |
| Prayer (Reflection) A method of changing a situation for the better or saying Thankyou Asking for help Giving Thanks | Reflective Learning Positive Postcard 3HP (Giving Thanks) | Reflective, Globally Aware |

ESP Reward Point (Extended Services)

Appendix 3: Signs of Success Meeting Format

Strictly Confidential – Safeguarding – St John’s C of E Middle School Signs of Success (SOS)
 *Have a copy of the school Early help Offer to assist with signposting where support is available.

| | | | | | |
|---|-------|--|----------|------------------------------|--|
| Pupil : | | | D.O.B: | | |
| Reason for meeting: (Highlight) 1. School Early Help 2. Early Help Review | Date: | Staff recording: | Present: | | |
| <u>What’s going well? (Child’s voice required)</u> | | <u>What are we worried about? (Child’s voice required)</u> | | <u>What needs to happen?</u> | |
| <p style="text-align: center;"><u>Safety rating</u></p> <p>On a scale of 0-10 where 0 means that things are so bad for the children that they are not in school and 10 means that child has no issues with school, where would you rate the situation? More than one stakeholder’s view and the child’s view can be added to this.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>0 1 2 3 4 5 6 7 8 9 10</p> </div> <div style="border: 1px solid black; padding: 5px; width: 200px; margin-left: auto;"> <p style="text-align: center;">When will this be reviewed? (Within 4 Weeks)</p> </div> </div> | | | | | |

Appendix 4: St Johns Middle School Behaviour – Sanction Criteria & Restorative Processes

| Sanction | Staff Responsible | Actions | Infringement | Restorative Approach |
|----------|------------------------|--|--|---|
| C1 | Class/Subject Teacher | Verbal warning following positive behaviour management strategies. 1 Demerit point– Won't Earn Expectation Point Can earn point back for a good choice (Self Management) | Breaking classroom expectations for the first time (Low level disruption or conflict) | Outline expectation Consider how the warning is given to de-escalate the situation. |
| C2 | Class/Subject Teacher | Verbal instruction 2 Demerit points – Won't Earn Expectation Point Record on epraise Early Help * | Breaking classroom expectations for the second time (Low level disruption or conflict) | 1-1 chat with no preparation as an early intervention. Flexible no blame approach Child given opportunity to 'recover behaviour.' See Behaviour recovery flow diagram. |
| C3 | Class/Subject Teacher | 3 Demerit Points – Won't Earn Expectation Point Pupil removed if required by Behaviour Recovery Team (BST) Call office. "Behaviour Recovery to ..." Record on epraise Early Help * | Breaking classroom expectations for the third time (Low level disruption, conflict) | Restorative Conversation as early as possible. Inform parents via Messenger of concern on day of C3. (message copied onto actions when behaviour recovery log shared with issuing teacher.) Follow up with a phone call if not checked by parent/carer within 48 hours. |
| C4 | Head of Year | Carry out investigation and gather statements if required 30min after school intervention or half day Recovery seclusion issued Inform all parents of incident/actions/outcome Record on epraise – 4 Demerit Points – Won't Earn Expectation Point Early Help * | Serious lack of respect to staff (1 st offence), damaging equipment, using mobile phone in lessons (1 st offence), friendship issues, low level bullying, assault (1 st offence) 2 nd removal from the lesson following behaviour recovery removal. | Restorative Conversation or Circle – some preparation maybe needed. Circle to focus on collective responsibility. Chat 1-1 and circle for large number of harmers. |
| C5 | Senior Leadership Team | Carry out investigation and gather statements if required Inform all parents of incident/actions/outcome 45min after school intervention, full day recovery seclusion or fixed term exclusion issued Record on epraise- 5 Demerit Points – Won't Earn Expectation Point | Serious lack of respect to staff (2 nd plus offence), physical/verbal assault on towards staff/pupils, using mobile phone in lessons/social media | Informal or formal restorative conference (RJ Con trained staff only) requiring full preparation as long as there is acknowledgment of harm. Sanction may use and plan/contract/agreement formed with follow up |

*If a pattern is noted it will be logged on provision Map as a concern (Change in Behaviour), a meeting will be arranged between parents and the form tutor. (Initially – See appendix 1)

Appendix 4: St Johns Middle School Behaviour – Sanction Criteria & Restorative Processes

| Sanction | Staff Responsible | Actions | Infringement | |
|----------|------------------------|--|--|---|
| D1 | Class/Subject Teacher | Verbal warning 1 Demerit point Record on epraise | Uniform Infringement, Running in corridor, Eating in corridor | n/a |
| D2 | Class/Subject Teacher | Verbal warning 2 Demerit points Record on epraise | Chewing Gum, Mobile phone visible, Not following instructions, | 1-1 conversation with no preparation as an early intervention. Flexible no blame approach |
| D3 | Class/Subject Teacher | Verbal warning 3 Demerit Points Record on epraise | Boisterous behaviour, Inappropriate Language. | 1-1 conversation with no preparation as an early intervention. Flexible no blame approach |
| D4 | Head of Year | Carry out investigation and gather statements if required 30min after school intervention or half day recovery seclusion issued Inform all parents of incident/actions/outcome Record on epraise – 4 Demerit Points | Lack of Respect to staff, E-safety, Bullying, friendship issues | After school intervention (30 mins)- some preparation maybe needed. Circle focus on collective responsibility. Chat 1-1 and circle or activity for large number of harmers. |
| D5 | Senior Leadership Team | Carry out investigation and gather statements if required Inform all parents of incident/actions/outcome 45min after school intervention, full recovery seclusion or fixed term exclusion issued Record on epraise – 5 Demerit Points | Fighting/Assault, Racism, persistent bullying, Racist Homophobic Language (See section 5.09) | After school intervention (45 mins)- some preparation maybe needed. Circle focus on collective responsibility. Chat 1-1 and circle or activity for large number of harmers. |

Notes:

- Only the highest sanction/point loss needs to be logged on epraise on the day of the incident by the teacher issuing it.
- Messenger is the preferred method of contact however if a phone call is made instead please make a note of date/time and details of the call on provision map meeting log
- When a C3 has been issued, restorative conversations take place with all pupils involved – this can be done individually of as group, depending on the circumstances



Sanctions Outside the Classroom @ St John's

#GOYB

You will receive a verbal warning from any member of staff for breaking the rules in this column. If this is persistent, parents will be informed and recorded as D1, 2 or 3

If you break the rules in this column it will be investigated and referred to your Head of Year (D4) or SLT (D5)

Uniform Infringement

Lack of Respect to Staff

Running or eating in the Corridor

Bullying/Cyber bullying

Chewing Gum

Assault/Fighting

Not following instructions

Racist & Homophobic Language

Mobile Phone Visible

Taking photos/using social media in school on mobile phone

Boisterous Behaviour

Inappropriate Language