



# ENSTONE PRIMARY SCHOOL

## GOOD BEHAVIOUR POLICY

### Aims

- To help each child to develop a sense of responsibility for his or her own behaviour.
- To foster the emotional well-being of each child, including good self-esteem and an ability to appropriately express feelings and emotions.
- To help each child to understand and respect the rights of others.
- To develop each child's communication skills and regard for others.
- To develop a sense of social responsibility within the class, the school, the wider community and the environment.
- To further develop the positive ethos of the school by encouraging mutual respect for one another by all the members of the school community.

### School-wide principles

- The school staff will work closely with parents and aim for a common agreement regarding the Good Behaviour policy aims.
- The Special Educational Needs and Disabilities policy and Equal Opportunities policy are reflected in the Good Behaviour policy.

### Classroom practice

- From the start of the year, we will develop clear and positive expectations with the children.
- We will refer regularly to these expectations in order to reinforce them and to avoid or correct unexpected behaviour.
- We will promote a curriculum which addresses the needs of all groups of learners and ensures equal opportunities for all to succeed.

### In-class strategies to promote good behaviour

- Get to know each child as well as possible – understand their particular needs.
- Ensure teaching is well-paced, engaging and meets the needs of all learners.
- Give warnings in a clear and calm way and allow "take-up" time.
- Model and praise positive behaviours.
- Where possible, ignore negative attention seeking behaviour – give attention to attention-seeking pupils for their positive behaviour choices (make a point of "catching" them being good)
- Give choices with consequences. Allow pupils opportunities to save face, if they have backed themselves into a corner.
- Plan seating and transitions carefully.
- Tell pupils what you want them to do, not just what *not* to do.
- Use positive facial/body gestures to remind pupils of what you expect.
- Use circle time and PSHE lessons sessions as ideal opportunities for exploring expected and unexpected behaviours and discussing rules and boundaries.

### Principles to apply when managing children's behaviour

Every staff member should ensure that the following principles are applied to all children:

- Keep calm and avoid confrontation.
- Blame the act, not the child, i.e. "Your behaviour is not okay."
- Bear in mind a chain of command. In the first instance the member of staff working with or supervising the child should attempt to resolve the problem. If this is not sufficient then escalate the situation firstly to the child's class teacher and then, if need be, to the headteacher.
- Ensure you follow procedures correctly when there are persistent difficulties with a child.
- Where possible and appropriate, use a restorative approach, working through the steps of the restorative conversation to understand and support the child and reach a resolution that all parties are happy with. (See Appendix A for script)

- Consider use of a reflection model (photocopied resources available for different age groups) to help children to unpick what happened and see each other's point of view.
- Don't use physical restraint unless absolutely unavoidable for example if the child is in danger of hurting him/herself or others or causing damage to property. Make sure that you are familiar with the Oxfordshire Physical Restraint Policy and ensure the presence of another adult before restraining. Where the need for physical restraint is likely or can be predicted in advance with a particular child, obtain the written consent of parents. **Only members of staff who have had appropriate training (Team Teach) should attempt to physically restrain or move pupils.**
- Involve parents, informally, at an early stage.
- Serious or unresolved concerns should be discussed with the Headteacher/senior staff.
- Keep dated notes where there are on-going concerns.

### **Rewarding good behaviour / Motivating children to behave well**

Each teacher should be aware of the need to motivate and inspire children to work hard and behave well, for example:

- Praise and positive reinforcement, e.g. clapping, showing work to class or other staff, smiley faces, stickers, raffle tickets, house points, displaying work.
- Give child a special job / responsibility.
- Start each day afresh – make sure children understand that everyone is moving on.
- Make sure children feel valued as members of the school community.

In addition, during Friday assemblies we will reward children with achievement certificates, growth mindset awards and/or "Star of the Week" awards. A "Golden Work" board will be maintained to promote especially praise-worthy work from children in all year groups.

### **Unacceptable behaviour**

- Persistent refusal to engage in learning
- Persistent disruption of other children's learning
- Physical attack, including kicking, punching, pinching or any other act which inflicts pain or injury on another person
- Verbal attack, including name-calling, racist, sexist or homophobic comments
- Any other "bullying" behaviour as defined in the school's Anti-Bullying policy
- The use of foul and offensive language
- Spitting
- Bad manners and lack of consideration for others
- Stealing
- Lying
- Misuse or damage of property
- Failure to adhere to the school's internet code of conduct in school
- Failure to adhere to the school's internet code of conduct outside of school, where this causes distress or harm to a member of staff or another pupil of the school

### **The Consequences System for unacceptable behaviour**

N.B. Teachers should ensure that the full range of in-class strategies is used before beginning the consequences system with a child.

If a child's behaviour remains unacceptable and has not responded to the usual classroom strategies:

1. Child is given the opportunity to improve their behaviour and class strategies are used to support this.
2. If this happens more than twice in a single session, the child will have 'time out' in a quiet area.
3. If a child needs to have 'time out' in class more than twice, (s)he will need to be spoken to by the Headteacher. \*
4. If appropriate, a sanction such as detention (missing one or more play times) may be put in place, particularly where a child is behaving aggressively towards their peers.
5. When a child has to be seen by the Headteacher more than twice, parents will be invited in to discuss the problem.

6. If cycle of behaviour is repeated to this point within half a term, a written warning will be sent to parents.

\*In extreme circumstances, if a child refuses to co-operate with the strategies and procedures in the policy/plan, a member of staff will withdraw the child to work in another teacher's classroom or work with them one to one to settle them down. If this happens and the pupil settles without problems, the class teacher will speak to him/her afterwards and try to resolve the problem. If there are still problems, parents will be involved as at point 4.

If persistent behaviour continues a support meeting will be set up with parents and any relevant / appropriate external agencies involved.

**Occasionally** if unacceptable behaviour still persists there will be a Suspension (Fixed Term Exclusion) and an individual Inclusion Support Plan will be drawn up with the parents to support that child in school.

**In very rare circumstances** there will be a permanent exclusion from school.

N.B. Any child with persistent EBD concerns will be placed on the school's SEND register. If problems persist then an Inclusion Support Plan will be put in place and advice will be sought from the Behaviour Support Service.

### **Organisation required for implementation of the Consequences System**

- There will be an adult on alert at all times during the day. Usually this will be the Headteacher, but in her (his) absence this will be a member of the Senior Leadership Team.
- Staff will need to agree to accept another pupil into their classroom for a short time. A teacher should never send more than one pupil out to a colleague's classroom at the same time. The pupil should be escorted by the adult on alert.

**Date Adopted:** March 2026

**Review Date:** March 2029

**Signature of Chair of Governors:**



**Signature of Headteacher:**



# APPENDIX A

## Restorative Practices Guidance

### What is Restorative Practice?

Restorative Practice is all about relationships. It is a pro-active approach for making, maintaining and, when necessary, repairing relationships.

Restorative Practice is well evidenced as an approach that empowers children, young people and families, helping those involved to express their underlying needs, navigate difficult issues and develop their own solutions. It has increasingly been used in school, care homes and the wider community, not only to address conflict but also to build understanding and strengthen relationships throughout the whole community.

### Principles and Values of Restorative Practice

At the heart of restorative practice is a set of values and principles that puts the highest priority on:

- Really listening to people
- Avoiding fixing things for them
- Being non-judgemental
- Remaining neutral
- Respecting each person's unique perspective on a situation

### Oxfordshire's Model of Restorative Practice

Oxfordshire County Council promotes a model that isn't scripted but is rather flexible and adaptable based on 5 core restorative themes with linked questions to create a 5 stepped conversation. We nevertheless provide participants with a script which provides prompts to ensure that in the early stages of developing restorative practices, key questions are adhered to and people don't start to add or include their own questions. Once people become familiar with the structure, the need for a script will be reduced as the approach and the questions become internalised.

### 5 Themes and linked questions for a 5-step conversation

Theme 1 – Unique perspectives

Linked questions: What happened?

*Theme 1 is based on the idea that every person has a unique perspective on any situation and needs an opportunity to be listened to. Theme 1 and the linked question is an opportunity for each individual to tell their story and to be heard.*

Theme 2 – Thoughts and Feelings

Linked questions: What were you thinking? And how were you feeling?

*What people think influences how they feel and these feelings inform how they behave. Exploring thoughts and feelings will enable the individual to reflect on and process what has happened to them. In a meeting sharing those thoughts and feelings can build empathy and understanding between people. As part of the restorative process key moments in the story are identified and thoughts and feelings at those points are explored.*

Theme 3 – Harm and Affect

Linked questions: Who's been affected? How?

*When conflict occurs, harm can ripple out and affect lots of different people. Theme 3 is an opportunity for people to reflect on the impact of what has happened to themselves and to others.*

*For the individual, it is an opportunity for the person harmed to reflect on and process the experience and for the person who caused harm, it is an opportunity to become aware of the impact of what has happened and this can be a significant step in building empathy towards the other person.*

#### Theme 4 – Underlying Needs

Linked questions: What do you need to feel better? Sounds like you need...?

*Whether someone has caused harm or been harmed they are likely to have similar needs. This stage of the restorative process is about identifying underlying needs – rather than focussing on what someone demands or wants from the other person. If underlying needs can be identified this will help people identify what they need to move forward which will help to repair relationships.*

#### Theme 5 – Ownership of Solutions

Linked questions: What needs to happen to move forwards? What needs to happen to put things right?

*The people who are affected by a situation or event are best placed to identify what needs to happen so that everyone can move on and so that harm can be repaired. In this stage of the process, the ownership of decision making and solutions remains with the people affected. This empowers all parties to be in control of the restorative process which is about doing things “with” people rather than “to” or “for” them.*

### **Restorative Conversation Outline**

- Introduction
- Introductions & Context
- Purpose of the Meeting – we are here to talk about what happened when
- Role of facilitator – Impartial, not there to blame or take sides
- Expectations – Confidentiality – explain exceptions

#### **Step 1: Hearing the narrative**

What happened? And then? What happened next? Go on? Tell me more? (hearing the whole story, minimal encouragers, body language, the echo, etc.)

#### **Step 2: Thoughts and feelings**

– Suggested key moments for person

Key Moment 1: If I could take you back to when \_\_\_\_\_, what were you thinking at that moment? What were you feeling?

Key Moment 2: ‘And when \_\_\_\_\_, what were you thinking about then?’ ‘What were you feeling?’

Key Moment 3: ‘Right after \_\_\_\_\_ what were you thinking then?’ ‘What were you feeling?’

Key Moment 4: ‘Looking back on what happened now, what are your thoughts about what took place?’ ‘How do you feel about what happened now?’

#### **Step 3: Ripples of harm**

Who’s been affected? How do you think they might have been affected?

What’s been the hardest thing for you?

#### **Step 4: Needs**

What do you need to feel better?

It sounds like you need.....?

(What is it about ..... that would help you to feel better?- only if needed)

### **Step 5 Ways forward**

What needs to happen to move things forward/put things right?

Facilitator clarifies a SMART agreement

Clarify sharing of information & permissions

Offer choice /clarify that what happens next is voluntary

#### Quick Restorative Enquiry

- What's happened?
- What were you thinking when it happened?
- ... and how were you feeling?
- How are you feeling now?
- Who else has been affected?
- What do you need to feel better?
- What needs to happen to move forwards / put things right?

**APPENDIX B****ENSTONE PRIMARY SCHOOL****SERIOUS BEHAVIOURAL INCIDENT LOG**

<b>Date</b>	<b>Pupil(s) involved</b>	<b>Staff involved</b>
<b>Brief description of incident</b>		
<b>Action taken</b>		
<b>Signed:</b>		

**This form must be returned to Sarah Mann on the day of the incident. In her absence, please return the form to Ashleigh Griffith.**

<b>Other action taken? Yes/No</b>
<b>Details:</b>
<b>Signed:</b>
<b>Sarah Mann Headteacher Enstone Primary School</b>