



By Brook Valley CE Primary School

Positive Behaviour Policy

Date: September 2021

Review Date: August 2023

Our Vision

Roots to grow, wings to fly

“They will soar on wings like eagles.” Isaiah 40:31

At By Brook Valley CE Primary School we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship and consistent rules and routines and positive relationships. In this way, we will each be the very best we can be, now and in the future.

This policy should be read and understood from this perspective.

This policy should be read in conjunction with:

- *Anti-Bullying policy*
- *Single Equalities policy*
- *PSHE Policy*
- *RSHE policy*
- *Safeguarding & Child Protection policy*
- *SEN policy*
- *Exclusions of pupils policy*
- *Restorative Justice Information leaflet*

All these policies and procedures assist in promoting appropriate positive behaviour within our school.

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Registered Address: By Brook Valley Academy Trust, The Street, Yatton Keynell, Wiltshire,
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Registered in England and Wales
Company Registration No. 8020467

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Positive Behaviour Policy	Date	September 2021
EIA CARRIED OUT BY:	Jaclyn Cross (for F & E committee)	EIA APPROVED BY:	

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	Younger children may need more reinforcement of behaviour system	FS and KS1 have visual reminder of system
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).	Some children may require specific support to engage in general behaviour systems	Addressed in section on inclusion
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment

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At By Brook Valley CE Primary School, we firmly believe good behaviour is fundamental to each child's happiness, well-being and successful learning. Therefore, all staff and governors are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience for all pupils at By Brook Valley CE Primary School.

We believe that, by living by our **Vision** and our **Christian values**, it will not simply be the individual child who will benefit, but every member of our school community will be enabled to flourish. Through our ethos and core school values, we hope to instil in children the values that will enable them to co-operate successfully with each other, learn to act in a socially acceptable way and demonstrate them in their everyday lives. As a church school we believe in forgiveness and a fresh start. We understand that individuals sometimes make the wrong behaviour choices but, with support, they can learn from these, seek forgiveness, make reparation and start anew.

Aims:

Through the implementation of this Policy we aim to:

- Foster a **positive, forgiving and compassionate** environment in which all children and adults can flourish and develop as individuals
- Develop positive and purposeful relationships based on **forgiveness, friendship, honesty and hope** between all members of our school community
- Encourage self-discipline, where children are encouraged to take responsibility for themselves and their choices, wherever possible, so that they can become independent, thoughtful and responsible adults
- Develop a caring attitude to each other, to value and listen and respect the views of other people
- Raise awareness of desired high standards of behaviour by celebrating and rewarding occasions when children have demonstrated our school values, good behaviours and conduct
- Develop a well-disciplined atmosphere in the school where effective learning can occur
- Support children in making the right behaviour choices and to help them understand the consequences of their actions when the wrong choice has been made
- Keep children safe by ensuring they develop awareness and consideration for their own and others safety
- Develop children's responsibility towards others and themselves
- Ensure that there is clarity about the procedures and sanctions agreed by all community members on the rare occasions when inappropriate behaviour occurs
- Ensure that all staff implement the policy fairly and consistently

Inclusion:

In line with our SEND policy, as a school we understand that the SEMH (Social Emotional and Mental Health Needs) and behaviour needs of all pupils may not be able to be managed by the behaviour systems that the majority of children will be able to work in accordance with. The endeavours that we put in place to make reasonable adjustments for SEND children are considered carefully and in discussing with parents/carers (and external agencies). Some children work on their own differentiated version of a behaviour systems but with the same goal of trying to ensure good behaviour and to flourish. This is communicated clearly with parents/ carers and all staff.

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Promoting Positive Behaviour: We believe that the best way to promote positive behaviour is through example, acknowledgement, praise and reward. At By Brook Valley, we encourage positive behaviour by:

- Always modelling calm, controlled and caring behaviour and our school values
- Show the children that we have regard for them as individuals
- Teach children what good conduct and positive behaviours looks like by setting and explaining clear consistent routines, rules and expectations
- Focusing our attention first on those children who are behaving well
- Highlight children going 'above and beyond' and give them the formal recognition.
- Refer to the three simple promises (rules) when discussing behaviour or conduct
- Recognise good conduct publicly and correct inappropriate conduct privately.
- Respond consistently with the same recognition, language and sanctions.
- Promote and encourage positivity and self- confidence
- Remain calm and assertive when managing inappropriate behaviours.
- Teaching positive behaviours and school Christian values and vision through the school's ethos and curriculum.
- Treat all children and adults with respect
- Avoid using negative, critical or sarcastic language

Routines: In order that every child knows exactly the expectation for common activities, staff will:

- Set clear, consistent and explicit routines
- Teach the children a 3 step routine for all common activities e.g. lining up, getting ready to learn, walking to the hall etc.
- Insist that each routine is followed by every child, every time, defending the high standard so that it becomes a habit.

A teacher might decide on a target or focus for whole class improvement. Alternatively, a whole school target for improvement could be set by the Head teacher.

Our promise (Rules): At By Brook Valley CE Primary School, we have three promises that allow for a clear and consistent whole school approach. These three rules for every child are:

- Be Ready
- Be Respectful
- Be Responsible

1. Our three promises are short and memorable for everyone, and pupils can recite them.
2. The promises are consistently woven into behaviour interventions by all adults
3. Encourage pupil self- regulation
4. Provide a clarity of boundaries and expectations for all pupils

Rewards: At By Brook Valley CE Primary School pupils are not rewarded for the minimum standard (beyond a simple thank you) - we look to highlight children going 'above and beyond' and give them the formal recognition.

A simple 'thank you': All staff should look to thank children (with a reason if possible) for positive behaviours whenever possible as this highlights to all children what we are looking for.

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Star of the week: Teachers will nominate one child from their class, who has consistently gone 'above and beyond' in modelling our values, rules and expectations. Each teacher will share with the school the reasons why they are nominating the child in Celebration Worship on a Friday. Each child who was nominated will receive an invite to Hot Chocolate with the Head the following week. In addition, each child will have their name and reason shared with the whole school community via the newsletter.

Achievement Award: During Celebration Worship each Friday, one child in each class is rewarded for standing out in a specific curriculum area during the previous week. The areas are themed each week eg mathematician of the week or athlete of the week.**REVIEW AT THE END OF TERM 1**

House points:Any adult within the school can give House Points to pupils.Pupils are given house points if they have demonstrated:

- Excellent conduct or behaviour (ready, respectful and responsible)
- The school values.

House points will go towards who wins the House Cup each term.

Merits: Pupils will receive merits for the following reasons linked to learning:

- Improvement in effort or focus
- Progress
- Producing/ creating a quality piece of work
- Consistently demonstrating effort/focus and/ or producing quality work.

Once pupils have completed a Merit card, they are presented with their certificate in Celebration Worship to take home. If a pupil completes six Merit cards in a year, they will receive a letter from the Head teacher.

HT Golden Book:Adults can send pupils to the Headteacher or another adult for a sticker and their name added to the Golden book if they have:

- Produced an outstanding piece of work
- Worked with excellent effort
- Achieved something special either in or out of school

FS & KS1 Sunshine board:Each class in FS and KS1 has a sunshine board as a visual reminder about behaviour expectations and the sanctions cycle to identify those who go 'above and beyond' See appendix six.

Managing inappropriate conduct or behaviour:All staff should consistently follow the same steps when managing inappropriate conduct or behaviour.Adults will be calm yet assertive, considering body language and the words used carefully.

Children with specific needs (which impacts on their conduct) will require separate, personalised steps which are agreed with the SENCO and/or the Head teacher

Conversations correcting inappropriate conduct or behaviour are completed as privately as possible.

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Cycle of sanctions during learning time (See Appendix 1 for detail):

- 1. Reminders (as many or few as are appropriate):**
 - a. Praise another child following the rule first.
 - b. Link conduct back to school rules.
 - c. Reminds child of when they demonstrated successful conduct.
 - d. Doesn't require a long discussion.
- 2. Caution (only one given):**
 - a. Praise another child following the rule first.
 - b. Assertive expectation '*I expect you to now..*'
 - c. Presuppose success '*Thank you for now doing this*'.
- 3. Last Chance & end of lesson discussion reparation (only one given):**
 - a. Specify the conduct which needs to change.
 - b. Refer back to school rule.
 - c. Remind the child of when they were successful.
 - d. **Tell the child that you will see them at the end of the lesson to discuss.**
 - e. **Discuss with child what happened and how it could be avoided in future for 2 minutes at the end of the lesson.**
- 4. Time out (length flexible 5-15 minutes):**
 - a. Inform the child that they have chosen to keep breaking a school rule and that this has a consequence.
 - b. Child sent to a partner class (with work) for the remainder of the lesson.
 - c. Conversation at the next break discussing what happened and how it could be avoided next time.
 - d. This time out could involve withdrawal of some break or lunchtime privileges
- 5. Imposition (for when work has been missed). As appropriate:**
 - a. Send copy of work to be completed at home with the child together with a note explaining that this needs completing as learning time was missed as a result of poor conduct choices.
 - b. Do not send exercise or text books home but plain paper and copies.
- 6. What to do if a child refuses or their behaviour places themselves or others at immediate risk:**
If the first 3 steps have been completed and a child is refusing to leave the classroom, or they are disrupting learning.
 - a. Remind the child that their choices are disrupting others and that they must now follow instructions.
 - b. Walk away and allow 30 seconds – 1 minute 'take up time'.
 - c. Ask the child again to follow the instruction, telling them that refusal will result in a member of SLT being called to help them make the right choice.
 - d. Send emergency card to office (don't bring the child to the HT office). *Do this immediately if the child is placing themselves or others at immediate risk*
- 7. Repair conversation:**
 - a. Takes place at an appropriate time when the child is calm.
 - b. Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.
 - c. Focuses on reflection and restoring relationships (not blame or further punishment):

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Cycle of sanctions during break/ lunch times:

- 1. Listen to the problem:** When you haven't seen the alleged incident (which accounts for most incidents at break/ lunchtimes):
 - a. Ask each child to 'tell me what happened'. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.
 - b. **Make sure that your body language and voice is neutral.**
 - c. Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.
 - d. **Most children just want to be heard, so please invest time in listening.**
 - e. For minor disagreements (arguments over games, miscommunications etc) offer advice about how to move forward. For accidental trips etc suggest an apology might help.
- 2. Reminder: When a child or group has made a poor (although not deliberate) choice:**
 - a. Link back to the school promises.
 - b. Remind the child of when you saw them playing well.
 - c. Delivered privately away from the group.
- 3. Caution/ final warning: When a child or group has repeated a poor choice:**
 - a. Remind the child of the promise broken.
 - b. Explain the 'time out' consequence if the conduct continues.
 - c. Tell the child to think carefully about their next choices.
- 4. Time out (after reminders/ cautions, unless someone has been deliberately hurt):**
 - a. Tell the child that they now need some time to think about their choices.
 - b. Ask them to sit on a bench for 2-5 minutes.
 - c. Talk to them about what happened to lead up to this.
- 5. Repair:**
 - a. Before letting the child leave, have a quick conversation about how they will make successful choices.
 - b. End the conversation positively.

Recording Cautions, Final Warnings & Time Outs:

- The 'Conduct/ behaviour record form' (Appendix 2) will be used to record warnings and time outs.
- This will be done discreetly and will not be visible to other children (i.e. filed on the teachers' desk).

In addition, there may be occasions when an additional sanction will be applied in individual circumstances:

- 'Time out' to think about their behaviour choices and/or to calm down
- Withdrawal of playtime(s) and / or privileges
- Completing school service e.g helping at lunchtime

A Restorative Solution Focused Approach: At By Brook Valley School, we use a restorative solution focus approach to behaviour, linked to our value of friendship. This approach helps the children

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reflect, take responsibility behaviour, repair friendship/ relationship, make the right choices and/or a fresh start.

A Solution focused Conversation: When a child is in disagreement, has caused or become upset through behaviour choices we will ask them:

- What happened?
- What were you thinking / feeling?
- What do you think / feel now?
- What needs to happen to put this right?
- What will you do differently next time?

The same questions are asked of each child involved, initially individually, and then the wrong doer and the wronged will be supported to discuss these questions with each other to reach reparation. This is known as a **Solution focused Conversation**. This conversation could be with a teacher, TA or another adult within the school team. Some Restorative conversations will be recorded in writing; others will just take place verbally depending on the situation. Please refer to Appendix 3 & 4 of this policy.

Persistent poor conduct:

- If a member of staff has any concerns about a pupil who is repeatedly receiving cautions, warning and time outs, they should first and foremost speak to the class teacher. If the class teacher has any concerns, they should discuss with the HT, DH or SENCO.
- Any pattern needs to be addressed through closer monitoring, re-focusing the child on the positive outcomes of positive choices.
- These concerns must then be shared with the parents of the child and the next steps discussed.
- For younger children (EYFS & KS1) this could involve the teacher meeting the parent briefly at the end of each day and sharing the successes and areas that need improvement.
- For older (KS2) children, this will involve being placed on a 'daily monitoring report card':
 - This will be completed for every session showing good choices and poor choices.
 - At the end of each day, the child will bring this to the Headteacher or Deputy Headteacher to discuss how their day has been. This will look to celebrate the positives as well as discussing poor choices.
 - The report card is discussed with the child and the parent at the end of the week.

Severe Behaviour:

If a child engages in any of the following severe behaviours, the above stages (at learning time or breaktime) can be by-passed and the staff member may immediately send for a member of the Senior Leadership Team (SLT):

- Verbal abuse or swearing at pupils, staff or others
- Fighting
- Physical abuse to/attacks on staff or pupils
- Deliberately hurting another child
- Hate speech.
- Bullying (as defined in Anti-bullying policy)
- Actual or threatened extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity.

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Staff should remain neutral in body language and tone of voice, not arriving at a conclusion about what has happened if this is not clear.

Team Teach Approach:

Team Teach involves positive behaviour management strategies that develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which, therefore, can reduce the need for physical intervention. As a last resort, positive handling techniques might need to be used to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved. In order to help staff to maintain their focus on Team Teach values and principles and before positive handling techniques are used, practitioners should consider the following key questions:

- How is this intervention in the best interests of the individual? (Rather than the interests of the staff)
- Is it proportionate to the circumstances it is intended to prevent? (If we did not take this action is something worse likely to happen?)
- Is it necessary to do this now? (If we wait, might it get better or is it likely to get worse?)

Only practitioners who hold a current Level 1 certificate are to use the Team Teach techniques and approach: Staff currently trained (September 2021) to Level 1 are:

- Graham Pike (HT)
- Emma Nichols (TA)
- Katherine Reed (Teacher)

Persistently dangerous or disruptive conduct:

Please refer to the school's Exclusion of pupil policy. The decision to exclude a pupil will be taken in the following circumstances:-

1. In response to a serious breach of the School's Behaviour Policy
2. If allowing a pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

Exclusion, whether fixed term or permanent, is an extreme sanction and this must be on disciplinary grounds. It will only be administered by the Headteacher or, if the Head is absent, by the Deputy Head. The Head teacher will take into account their legal duty of care when sending a pupil home following an exclusion.

Parent Partnership

Parents/carers play a vital role in supporting their child's behaviour at school. Good communication between home and school is essential if the child is to receive consistent messages and support.

Parents are informed of their children's good behaviour and achievements:

- During parent/ open evenings
- Through informal conversations via email, telephone or in person
- Through certificates of merit which are sent home
- Through Annual reports to Parents

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Therefore, if a child's behaviour causes consistent concern then the school will automatically contact the parents/ carer to discuss the best way forward in managing the inappropriate behaviour within the school setting.

If a parent has any concerns about their child's behaviour, first and foremost they should contact the class teacher. In addition, the Headteacher or the SENCO/ Inclusion lead are key staff who parents can contact should they have any concerns.

As result of any decisions or plan, the school and parents / carers may well seek the help and advice from one or more of the following agencies:

- Educational Psychologist
- Education Welfare Officer
- Paediatrician (via GP)
- Behaviour support

Should any parents have concerns regarding their or another child's behaviour we aim to respond directly within three days (please refer to the school's Complaints Policy).

Monitoring of this Policy

- The Headteacher monitors the effectiveness of this policy. They report annually to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvement.
- Records of behaviour incidents and any written records of restorative justice conversations are kept in a file in each class. The SLT will monitor these records on a regular basis. Three times a year, these records will be reviewed by the Foundation and Ethos Committee.
- Records of more serious behaviour incidents that have involved additional intervention by a member of SLT are kept in the headteacher's office. In addition, any written records of RJ conversations will also be passed to the headteacher. These are also reviewed by the Foundation and Ethos committee three times a year.
- The Headteacher keeps a record of all exclusions. The Chair of Governors will be informed if any pupil is excluded.
- The Governing Body monitor the rate of exclusions to ensure the policy is administered fairly and consistently.

Review

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, in the light of new regulations or advice on how the policy might be improved.

Owner	
Governing Committee	Foundation & Ethos Team
Statutory Policy	Yes (behaviour)
Approved on	

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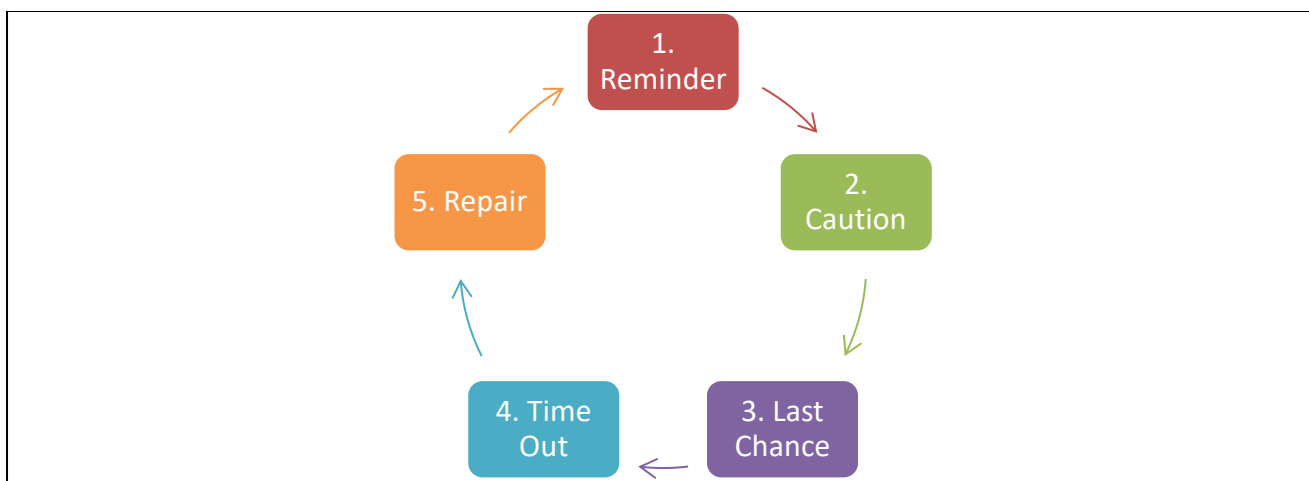
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Date of next review	
Adoption by Academy Board required	
Date adopted by Academy Board	

Appendix 1: Sanction cycle language scripts:

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Step	Application	Useful language
Reminder	<ul style="list-style-type: none"> No set number of reminders. Links back to the 3 school rules or the routine which isn't being followed. Make a point of congratulating a pupil who is completing the action/request correctly first and putting the focus on this correct behaviour. Delivered as privately as possible (don't make the poor behaviour the focus). Distraction can work well for refusal behaviours at this point. 	<p>"I'm very impressed by how well (another child) is doing with X. Thank you so much."</p> <p>"[NAME], are you okay...?"</p> <p>"I can see you are struggling with X, how can I help?"</p> <p>"Do you remember that one of our rules is X? Thank you for now doing Y."</p> <p>Walk away.</p>
Caution	<ul style="list-style-type: none"> Only 1 caution given, as privately as possible. Again, draw attention to another child following the rule first and thank them (but don't make comparisons). Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive). Remind child of the rule or routine which is not being followed. Explain the sanction which will be imposed if the routine, rule or instruction isn't now followed. Walk away so as not to get into a back and forth negotiation. 	<p>10 second 'drive by':</p> <ol style="list-style-type: none"> [NAME] you know X is one of our rules. Doing Y is breaking our rule because... I expect you to ... If you make this [positive] choice then [explain positive outcome], if you continue with Y then [explain consequence]. I know you'll make the right choice. <p>Walk away.</p>
Last Chance	<ul style="list-style-type: none"> Only 1 last chance given. Uses the 30 second scripted intervention (see language). Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back). Finish by reminding the child of when they did succeed in following this rule – try to be specific. Walk away so as not to get into a back and forth negotiation. 	<p>30 second scripted intervention:</p> <ol style="list-style-type: none"> "[NAME], I notice that you are... [Specify unwanted behaviour]." "It was the rule about being [Ready/ Respectful/ Safe] that you broke." "If it continues then you have chosen to [explain sanction e.g. go to another class, talk to teacher at break, sit on bench for X mins]." "Do you remember last week when you [highlight example of the child succeeding in following the rule]?" "That is who I need to see now [NAME]." "I know you can succeed." "We will talk about this at the end of the session." <p>Then walk away to give 'take up time' and to avoid getting into a negotiation or shifting of blame.</p>

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Time Out & Discussion.	<ul style="list-style-type: none"> • Sent to another place in the class/ parallel classroom as appropriate for a specified time (X Minutes) – with work. • If a child is deregulated it might be a walk with another adult or (older children) a trip to the water fountain to give some 'time out'. If it is playtime or PE then X minutes on a bench to allow thinking time. • 5+ minute discussion at the next break about what happened and how it can be avoided in future. 	<p>Deliver request to move calmly and assertively:</p> <ol style="list-style-type: none"> 1. "[NAME] you have chosen to keep [name rule broken]." 2. "You now need to go to ... for ... minutes." 3. "We will discuss this at the end of the session." <p>Remember to send work.</p>
Imposition	<ul style="list-style-type: none"> • For when work needs completing that has been missed (and where appropriate): • Send work home with the child (on paper not book). • Make sure it's something that can be completed without adult help. • Explain to the parent that it needs completing as it wasn't completed in school (either – ideally – in person, or a standard note) attached to the work. • Ask that a parent sign it to say it's been completed. 	<ol style="list-style-type: none"> 1. "As you missed learning time earlier, I need you to catch up." 2. "Please complete this at home so you haven't missed anything."
Repair	<ul style="list-style-type: none"> • Most important part of the process: • Can either be an informal chat at breaktime walking in the playground (walk and talk); or a more formal restorative meeting (more info to follow on these. 	<p>Repair – 5 questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/ feeling at the time? 3. What have you thought since? 4. How did this make other people feel? 5. Who has been affected? How? 6. How could we do things differently next time?

When the child returns for the next session or from the time-out, they return to the 'reminder' stage (DON'T jump back to the 'Time Out' should the behaviours continue).

For dangerous or severe behaviour (which you don't feel can be handled at a class teacher level):

Calling for SLT	<ul style="list-style-type: none"> • Dangerous & persistent behaviour may need the support of SLT: <ul style="list-style-type: none"> o Fighting o 2nd Time out in the same session etc. o Throwing furniture/ Breaking equipment o Bullying o Hate language o Disruption which prevents the class from learning. • Most children demonstrating these behaviours will have an individual behaviour plan so please follow this in the first instance. 	<p>Where a member of the SLT is called:</p> <ul style="list-style-type: none"> • Ask SLT member to come to the class (avoid the 'walk of shame' to the HT office). • Speak to the child with the SLT member present to show that you still have authority. • Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.
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Appendix 2: Conduct Record sheet (kept privately – not on display).

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BBV Conduct Record				Private and confidential			
NAME:		Year: 2021 - 2022		Please tick relevant box.			
DATE: (include day of week)	Caution:	Final Warning:	Time out:	2 min end of lesson reparation:	Formal Repair Meeting:	Parents/ SLT informed:	Comments:

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Appendix 3 – SLT behaviour record

By Brook Valley CE Primary School SLT Pupil Behaviour Record		
Pupil Name:		Cohort: Year group:
Date: Include day of week/time/place	Incident What happened? Who was involved? Was the incident related to discrimination? (Disability, Religion/faith/ Ethnicity/Sexual orientation/Gender/ Gender identity) Was the incident bullying?	Actions/ Consequences Referred to SLT Parents informed Restorative Justice Meeting

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Appendix 4 – RJ record of conversation

By Brook Valley CE Primary School Restorative Justice Record of conversation	
Date:	Completed by: Role:
Person(s) wronged:	Wrong doer(s):
Ask each person the same questions. If they cannot answer, allow them more time. Use the reverse if more space is needed	
What happened?	
What were you thinking/ feeling? What did it make you think/feel?	
What needs to happen to put this right?	
What will you do differently next time?	
What should happen next?	
Has the issue been resolved, if so how? FILE IN CLASS BEHAVIOUR FILE & COPY TO HT SANCTIONS: REFERRED TO SLT: Y/N PARENTS CONTACTED: Y/N REVIEWED OUTCOME:	

Roots to grow, wings to fly
"They will soar on wings like eagles" Isaiah 40:31

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Appendix 5 – RJ Parents’ leaflet

A Restorative Solution Focused Approach

At By Brook Valley School, we use a restorative solution focus approach to behaviour, linked to our value of friendship. This approach helps the children reflect on their behaviour, repair friendship/ relationship and make the right choices.

This leaflet aims to explain what Restorative solution focused approach is so you can better understand the school’s approach. In addition, it will also help you to understand some of the things your child may share with you at home.

Restorative solution focused approaches help develop a happy and positive school community. They encourage children to think about how their behaviour has affected others, peers and staff, what needs to be done to put things right and to make the right choices. It helps children develop respect, tolerance, responsibility, forgiveness and honesty.

The children have been introduced this solution focused approach. We will continue to develop their understanding of this approach and their language to express their thoughts and feelings throughout each term.

Dealing with disagreement Unfortunately from time to time, disagreement will arise between children. It is how they are supported to deal with it and learn from it that makes a difference.

A Solution focused Conversation When a child finds themselves in disagreement or upset we will ask them:-

- What happened?
- What were you thinking / feeling?
- What do you think / feel now?
- What needs to happen to put this right?
- What will you do differently next time?

The same questions is asked of each child involved, initially individually, and then the wrong doer and the wronged will be supported to discuss these questions with each other to reach reparation. This is known as a **Solution focused Conversation**. This conversation could be with a teacher, TA or another adult within the school team.

A solution focused approach is not a ‘*soft option*’; it requires the wrong doer to accept responsibility for their actions and find a way to put things right, including reassuring the wronged person that it won’t happen again. If the wrong doer is repeatedly involved in disagreement or not prepared to engage with the restorative process, then the incident(s) will be referred to the Head or member of the

Senior Leadership Team. If the incident is more severe e.g. fighting, name calling etc then this will also be referred on to the Head or Senior Leadership Team.

In such cases a **Solution focused Conference** will be held. This may happen up to a day after the incident has happened giving all parties time to reflect on their Solution focused Conversation. Each pupil is asked:-

- What happened?
- What were you thinking / feeling?
- What do you think / feel now?
- Who has been harmed /affected by that, and how?
- What needs to happen to put this right?
- What will you do differently next time?

As with the Solution focused Conversation, all questions are asked of each child involved, individually, and then together. Children are supported to listen, understand different perspectives and reach a solution. Sanctions (in line with our behaviour policy) will be discussed and the wronged child and wrong doer supported to select an appropriate sanction (in addition to an apology). It is important that all parties understand the reason for the sanction.

Parents / carers will be informed and invited to discuss the Solution focused Conference and the agreed reparation.

Appendix 6 – FS and KS1 Sunshine Chart:



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