



Greenacre International School

Growing together, learning together, working together

Behaviour Policy

&

Restorative Practice Guidance

Guidance for Enhancing Community Relationships and Learning

Reviewed May 2022

Our job is to teach the children we have,
not those we would like to have,
not those we used to have,
but those we have right now.
All of them!.

Our Value Statement

Children at Greenacre International School use
restorative practice.

Through our actions and strong leadership, we show that we are **caring**, that we have **courage** and that we act **responsibly**.

We are **aspirational** and we **work hard**.

Greenacre International School Mission Statement

“Every child at Greenacre International School has the right to a stimulating and enriching education within a supportive, inclusive community. Where each person matters and in which all students have the opportunity to thrive and fulfill their potential as a global citizen.”

Community Relationships and Learning at Greenacre International School

At Greenacre International School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background. Our school ensures that every member of the school community feels valued and respected, and that each person is treated fairly and equally.

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others by:

- Setting challenging, creative, stimulating lessons.
- Providing Health and Wellbeing awareness through Coaching Circles.
- Providing a safe and motivating environment.
- Nurturing, supporting and loving all children.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practices philosophy. Restorative Practices aims to build the Greenacre community, promote an environment in which everyone feels happy, safe and secure and to repair and strengthen relationships within this community.

The school embraces Restorative Practices (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils. Our aim is to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

Greenacre International School Code of Conduct

Pupils have a right to learn and teachers have a right to teach in a classroom free from disruptive behaviour.

Greenacre International School's Core Values

Growth - the process of developing or maturing physically, mentally and spiritually.

Respect - able to treat others admirably.

Environmental - relating to the natural world and the impact of human activity on its condition.

Empathy - the ability to understand and share the feelings of others.

Nurture - care for and encourage the growth and development of one another.

These core values underpin the school's ethos and should be followed by all who are part of the Greenacre International School community.

Aims of Policy

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn.
- To reward students for academic achievement, completing and returning homework, being equipped for school and behaving well in lessons.
- To ensure the agenda is firmly embedded into all aspects of school life.
- To embed the use of Restorative Practices in all aspects of school life.

Restorative Practices Philosophy Statement

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

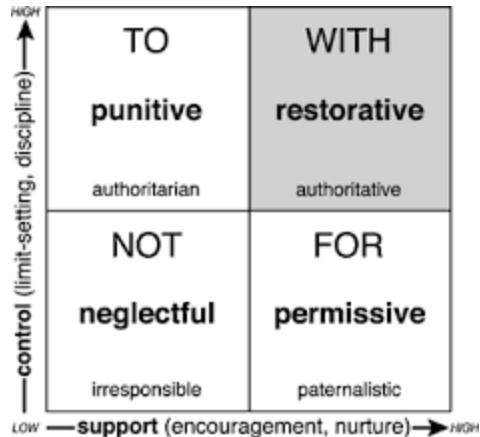
The Restorative Practices framework will:

- Improve behaviour and attitudes.
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

Four Key Elements of Restorative Practices.

These are:

1. Social Discipline Window
2. Fair Process.
3. Restorative Questions
4. Free Expression of Emotions.



Social Discipline Window (Framework for working with ...)

Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

Restorative Questions

1. To respond to challenging behaviour

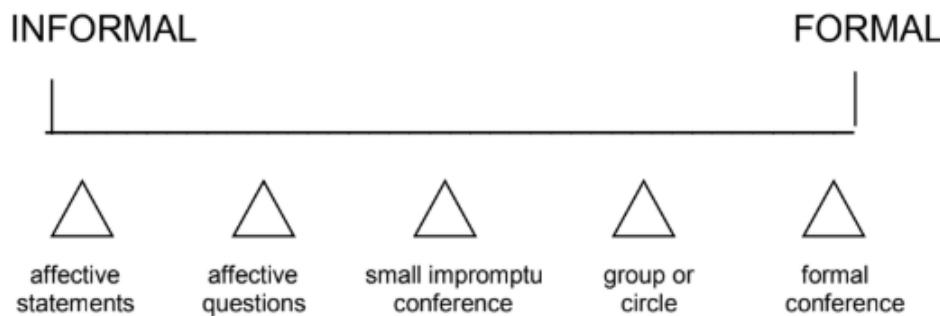
- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

2. To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Practices Continuum

At Greenacre International School we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.



Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

The following information is communicated to parents via the home/school contract.

Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

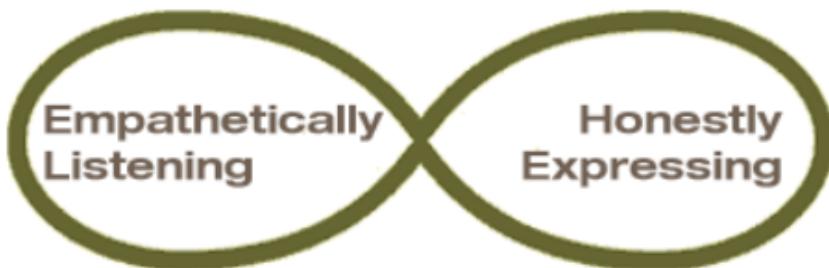
- Being punctual.
- Being alert and ready to learn.
- Wearing the correct school uniform.
- Having correct equipment and appropriate school bags.
- Communicating with staff.

By communicating effectively with staff by:

- Reading and responding appropriately to school letters.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents' evenings and school meetings.
- Informing the school of absence by telephoning on the first day.

Affective Statements (NVC)

Both sides of the NVC model: empathetically listening and honestly expressing



<u>Empathetically listening</u> observations feelings needs requests	<u>Honestly expressing</u> observations feelings needs requests
--	---

Feelings Inventory

The following are words we use when we want to express a combination of emotional states and physical sensations. This list is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

There are two parts to this list: feelings we may have when our needs are being met and feelings we may have when our needs are not being met.

Feelings when your needs are satisfied

AFFECTIONATE

compassionate
friendly
loving
open hearted
sympathetic
tender
warm

ENGAGED

absorbed
alert
curious
engrossed
enchanted
entranced
fascinated
interested
intrigued
involved

Stimulated

HOPEFUL
expectant
encouraged
optimistic

CONFIDENT
empowered
open
proud
safe
secure

EXCITED
amazed
animated
ardent
aroused
astonished
dazzled
eager
energetic
enthusiastic
giddy
invigorated
lively
passionate
surprised
vibrant

GRATEFUL
appreciative
moved
thankful

INSPIRED

amazed
awed
wonder
JOYFUL
amused
delighted
glad
happy
jubilant
pleased
tickled

EXHILARATED
blissful
ecstatic
elated
enthralled
exuberant
radiant
rapturous
thrilled

PEACEFUL
calm
clear headed
comfortable

centered
content

equanimous
fulfilled
mellow
quiet
relaxed
relieved
satisfied
serene
still
tranquil
trusting

REFRESHED
enlivened
rejuvenated
renewed
rested
restored
revived

Feelings when your needs are not satisfied.

AFRAID	ANGRY	CONFUSED	SAD	DISQUIET
apprehensive	enraged	baffled	depressed	agitated
dread	furious	bewildered	dejected	disturbed
frightened	incensed	dazed	disappointed	restless
panicked	indignant	hesitant	discouraged	shocked
petrified	irate	lost	disheartened	startled
scared	livid	mystified	forlorn	surprised
suspicious	outraged	perplexed	gloomy	troubled
terrified	resentful	puzzled	hopeless	turbulent
worried		torn	melancholy	uncomfortable
			unhappy	upset
ANNOYED	AVERSION	DISCONNECT ED	FATIGUE	PAIN
aggravated	animosity	alienated	beat	anguished
dismayed	appalled	aloof	burnt out	bereaved
disgruntled	contempt	cold	depleted	devastated
displeased	disgusted	detached	exhausted	heartbroken
exasperated	dislike	distant	lethargic	hurt
frustrated	hate	distracted	sleepy	lonely
impatient	horrified	uninterested	tired	miserable
irritated	hostile	withdrawn		regretful
YEARNING	EMBARRASSED	VULNERABLE	TENSE	(c) 2005 by Center for Nonviolent Communication
envious	ashamed	fragile	anxious	
jealous	flustered	guarded	cranky	
longing	guilty	helpless	distressed	
nostalgic	mortified	insecure	distraught	
pining	self-conscious	reserved	edgy	
		sensitive	fidgety	

Listed below are some examples of default statements and affective statements then update affective statements (NVC). Some are in forms of questions which all staff can use with pupils:

Statements

Revamping Affective Statements in Restorative Practices

Typical Response:	Example Affective Statement	Problem with Affective Statement	NVC - Version
Stop teasing Sandy	It makes me uncomfortable when I hear you teasing Sandy	Feeling is blamed on student behavior & teasing is a judgement	When I heard you speaking to Sandy in the way you did, I felt worried because I value respect. Would you be willing to tell me what you were talking about?
Talking during class is inappropriate	I am frustrated that you are not listening to me	Feeling is blame based & accuses student of not listening rather than expressing need to be heard.	When I hear you talking at the same time I am talking, I feel frustrated because I would like to be heard. Would you be willing to raise your hand when you want to talk?
You shouldn't do that	I feel sad when you say something like that to John	Aside from blame and accusation, there is also a bit of shame in this statement	When I heard what you said to John, I felt sad because I value respect. Would you be willing to tell me what you were thinking about when you said that?
Sit down and be quiet	I feel angry when you talk and joke during my lectures	Blame based statement. Teachers feelings attributed to student's behavior.	When I see you walking around the class and talking while I am doing a lecture, I feel angry because I really value collaboration in the class. Could I ask you to tell me how that sounds to you?
I don't want to see you fighting with him	I was shocked to see you hurt Pete	Makes a judgment about what happened perhaps without know facts. Blames student for feeling of shock so teacher no longer owns feeling.	When I saw you put your hands on Peter, I was scared because I really want safety for everyone in my classroom. Would you be willing to tell what happen between you?

Questions

What happened? – followed by:

What were you thinking about when you did that?

How did your actions affect?

How do you think felt about what you did?

How do you feel about what you did?

How do you feel about what you did and the affect it had on me?

The Language of Choice – 3 steps to success.

Step 1 – Statement of reality (tell them what you see)

“Ricky, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

“Ricky, you need to collect the ball by using the gate thank you.”

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice If they still do not do as you have requested you need to

use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences or the child will learn that you do not follow threats through).

"Ricky, if you choose to climb over the fence then you'll have to walk with me for 5 minutes. It's your choice."

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

Our Awards

Class Dojo Points	Children receive points based upon the efforts and targets set on the Class Dojo platform.
House Points	Children receive a House Point upon collection of x10 class Dojo Points. House points can also be awarded for 'Outstanding' Pieces or work or contribution to the school.
Team Awards	Team Awards - Half termly awards for the team that has the highest score of team points that term.
Reading Passports	Children are awarded stamps when they reach an amount of reads. When a section of the passport has been completed the children receive a reading certificate.
Golden Book Award	Each week two children are nominated for the Golden Book Award. These children present their work in assembly and parents are invited to attend the celebration.
Awards Assembly	Core Value Award, Green Award, Effort award, Achievement Award awarded weekly by classes.
Greenacre stars	Every other week we will share the talent we have at Greenacre with a performance from one person or a group of our super stars!

Starbooks	One pupil from each class visit "Starbooks" each Friday afternoon – where they enjoy a story and a hot chocolate with marshmallows with the starbooks leader.
Attendance & punctuality	We also recognise attendance and punctuality as important learning behaviours to be celebrated. Each day, each child who arrives on time will be given a raffle ticket to add into the class draw. The draw will be held each Friday afternoon and the winning pupil in each class will be able to choose a prize. In addition, the class with the highest attendance will win the attendance cup and biscuit bear! For a class achieving 100% in a week will also have an extra 10 minutes playtime. Keep an eye on the attendance board – who will be the attendance winners for the year? They will receive a special prize!
Top Spot Writer	For each piece of extended writing, each class will nominate a top spot writer, this writing will be displayed on the top spot part of the literacy wall until the next top spot writer has been chosen. This does not have to be the best piece in the class, but writing should be acknowledged for extra effort, neatness, meeting the success criteria & improving the most from their last piece of writing.

Socially Unacceptable Behaviour

From time to time, pupils may display socially unacceptable behaviours. These will be consistently challenged by all staff so that the learning of all pupils is not disrupted and that all pupils enjoy a safe and happy use of socially acceptable conduct, allowing the child to correct their behaviour. Following this, adults clearly state which behaviour they expect to stop by stating explicitly what the behavior they do not wish to see and present a calm, clear statement of expectations using the language of choice. Pupils are comfortable with a behaviour system which they see as fair, transparent and consistent. To this end, all adults in school follow through all instances of socially school experience. All adults always use good classroom-management techniques to encourage the unacceptable

behaviour in the following way:

Stages	Cue	Description
Stage 1	Non - Verbal Signal	Adult signals the appropriate behaviour and allows take up time, e.g. hand gesture to lower chair, role model signalling, eye-contact, facial gesture. Reinforce with positive non-verbal signals, e.g. thumbs up or smile, when any instruction has been followed. Support without confrontation and continue to teach and address the whole class.
Stage 2	Proximal - Non Verbal Signal	Adult, continuing to teach, moves closer to the pupil, signals the appropriate behaviour and allows take up time, e.g. side-on, reassuring touch, hand gesture to lower chair, role model signalling, eye-contact, facial gesture. Again, ensure that positive non-verbal signals are used when any instruction has been followed. Support without confrontation – eye contact is not always necessary – and continue to teach and address the whole class.
Stage 3	Verbal Signal (Proximal)	Adult will move close to the pupil, state the inappropriate behaviour, describe the desired behaviour and give choices, e.g. 'Name (then short pause) you're calling out / disrupting the learning. I need you to signal – thank you.' Be mindful of tone and volume to support without confrontation. Use AFL and knowledge of the individual child to support them. Consider basic needs and the use of sensory activities such as a movement break.
Stage 4	Verbal Reminder (Proximal)	Use praise to reinforce any good choices made and do not challenge secondary behaviours e.g. sighing, other noises, tone of voice. Ignore any secondary behaviours and use this opportunity to speak with the child – using the 'WIN' script (I Wonder, I Imagine, I Noticed) or similar – to explore any triggers that may be affecting their behaviour and support the child accordingly to prevent any further escalation.
Stage 5	Take 5 Take up time Co-regulate and connect.	A) If inappropriate behaviour continues to disrupt the learning, the child will be asked to 'Take 5'. This may happen at their desk, at another place within the classroom or outside of the classroom (which is individual to the child). The aim of 'Take 5' is to allow the child to co-regulate or regulate their own behaviour. Use therapeutic language ('WIN') and) to help attune and regulate/co-regulate. B)The pupil may be asked to leave the classroom if the

		behaviour begins to escalate quickly towards crisis. This decision is not taken to punish a child, but rather to provide a low stimulus environment without an audience where they can co-regulate / regulate.
Stage 6	Reflection -Reflect -Repair -Reconnect Restorative conversatio n.	Once regulated, a restorative conversation (using restorative questions and affect language where necessary) should take place between the adult and the child. It is vital that a child has had ample time and opportunity to reset, as they will quickly escalate back to crisis. Any work that is outstanding will be completed, with support where necessary, at an agreed time

Behaviour that is communicated	Stage and Cue to take
Disrespect	Move through stages 1-4 (Non-verbal and verbal signals)
Disruptive the learning	
Inappropriate behaviour	
Failure to follow instruction	
Refusal to attempt work	
Other disruption	
Dishonest	Stage 4 (Proximal verbal reminder)
Verbal disrespect – name calling	
Verbal abuse - Swearing / Threat	Stage 5 (Take 5) AND stage 6 (Reflection) Restorative circle between offender, victim and witnesses (friends / family).
False accusation	
Unsafe	
Damage to property	
Theft	Stage 5 (Take 5) AND stage 6 (Reflection) Restorative circle between offender, victim and witnesses (friends / family).
Persistent socially unacceptable behaviour	
Hurting / Spitting / Biting / Fighting	
Assault – pupil / adult	
Intentional damage to property	
Incidence Bullying / Racist / phobic behaviour	

Minor Incidents

Minor incidents should be addressed by the adult responsible at the time. Sanctions must, where possible, be immediate and of short duration. Therefore, in discussion with the child, we should continue to use a restorative approach, referring to the restorative questions.(See Restorative Practice guidance)

Strategies for minor incidents:

- Ignore the negative behaviour – praise the rest of the class – refer to positive behaviour
- Non-verbal checking – eye contact/disapproving frown or shake of head;
- Verbal rebuke – reprimand – perhaps lowering of voice – remind pupil of appropriate preventative behaviour;
- Keep talking - it could calm anger, but don't talk down to a child who is angry - treat child with respect and as an individual;
- Time out
- Standing near to the pupil;
- Additional work, for example, repeating unsatisfactory work or a letter of apology
- Missing break or lunch time
- Loss of privileges for example – golden time
- Removal from scene to another part of room/area - to work;
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

When dealing with problems we should:

- Separate the pupil from the behaviour – remember it is the behaviour which is unacceptable, not the pupil.
- Avoid confrontation.
- Be firm rather than aggressive, shouting is unacceptable – avoid idle threats.

- Listen.
- Establish the facts.
- Find out if the pupil is aware that the behaviour is unacceptable.
- Ascertain whether the pupil knows the effect the behaviour has on others.
- Encourage the pupil to think of, or offer alternative types of behaviour.
- Aim to repair the harm caused.

Advice to Staff when coping with Violence

- a) Work on the positive, where possible. Look for a way out of the situation, in order to support the pupil in moving forward.
- b) Be sure that you can carry through whatever approach you decide to adopt. Try to defuse a situation and act in such a way as to avoid escalating it.
- c) Remain calm and in control of yourself. Seek further assistance, if in doubt.
- d) Work with the pupil and be clear in identifying what needs to happen next. Repeat instructions slowly and carefully.

Persistent Socially Unacceptable Behaviour

In the event of persistent socially unacceptable behaviour, where school interventions have not yet led to sustained improvement in behaviours, the SENCO- and where appropriate the Head of School - may meet with parents to discuss the following pathways to success in school.

The Weekly Record

A weekly record will be put in place to provide you with session-by-session feedback on your child's conduct whilst at school. Parents will be asked to support the school

through their engagement with their child's Weekly Record, actively discussing their expectations for their child's behaviour with their child and agreeing a mechanism for recognising their school conduct at home.

Positive Behaviour Plan

Parents are required to support the school by attending a meeting to agree a Positive Behaviour Plan (Plan B). This will include the co-production of a personal profile, a positive intervention plan and strategies for effectively managing challenging behaviour, together.

Exclusions

At Greenacre International School, we see exclusions as the very last resort and actively work with all stakeholders (teacher, parent, child, senior leadership team) to ensure that everything possible is put into place to avoid excluding a child from our school. This starts with a graduated response to behaviour. Where behaviour choices start to escalate and the usual behaviour systems are not working for the pupil, there is a review of behaviour. This involves the senior leadership team of the school. At this stage strategies are put in place to support the pupil to lead to effective change in the behaviour choices they make. Following this, if the behaviour continues to escalate, schools can make the decision for the children to attend an alternative classroom to reflect on their behaviour choices. This placement will be between 2 and 5 days. Schools can also present the case to a behaviour panel made up of senior staff from Greenacre International School. At this point several options are available to the panel to suggest as ways forward. This may be that further work needs putting in place by the staff. A referral is made for the pupil to receive more intensive support. Should formal exclusion be necessary Greenacre International School will follow the guidance as follows:

Only the Senior Leadership Team can take the decision to exclude a pupil. A period of exclusion can either be for a fixed term (ranging from 0.5 days to 5 days) or permanent. Behaviours leading to exclusion may include:

- Physical assault against adult/child
- Threatening behaviour against adult/child
- Persistent disruptive behaviour
- Intentional damage to property
- Persistent racial abuse
- Sexual misconduct

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Greenacre Promise

1. Showing Respect.



2. Listening to others.



3. Be honest.



4. Be ready to learn.





5. Sharing, caring, kindness.