



School-Specific Behaviour Policy

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To be read in conjunction with Ebor Academy Trust – Statutory Behaviour Policy

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Introduction

It is our purpose to provide all our children with a first-class education. However, we will also look to educate them both socially and emotionally. We will look to give the children valuable life skills and the necessary tools to be able to overcome the challenges that they will face as they grow older. We are a restorative school – this means that we proactively support children in managing any conflicts that may arise from time to time: this could be conflict in their learning, but it also may be a conflict with their peers. As a restorative school, the work we do is underpinned by our core values:

1. Honesty
2. Collaboration
3. Self-Belief
4. Determination

Our approach to behaviour and your child's well-being has those values at the core. We believe in giving children the skills and techniques to talk about their feelings and to be able to express their views on issues that are important to them. Adults support children to resolve conflict using 'solution circles'. We will hold weekly PSHE sessions whereby we teach children about expected behaviour. This will be a time where the children can come and learn about issues such as tolerance, democracy and mutual respect. They will be guided and supported in their development of emotional vocabulary and articulation, in an environment that is safe and empowering. Building resilience and tolerance in our young people is an essential life skill.

We want to work in partnership with parents and carers and would like to extend the opportunity to you, to come in and talk to us at any time. Please support us in our mission to educate the whole child, equipping children with vital skills in order to live a happy and healthy life.

Restorative Practice

We encourage all members of our community to express their feelings - positive or negative - so that we become more aware of the impact of our actions. We use statements which might include:

- I felt really proud of you when you helped your friend.

- I feel really happy that you took turns in that game
- I feel disappointed that you dropped that rubbish on the floor.
- I feel angry and let down when you ignore me.

When faced with a problem or upset, we help to resolve it using restorative questions

- What happened?
- What were you thinking at the time it happened?
- What do you think now?
- Who has been affected by this and how?
- What needs to happen to put this right?

For some children, these questions are not appropriate however all staff work to

- Understand the child's behaviour and what this tells us about the child's needs.
- Build positive relationships between all children and children and staff.
- Restore calm when difficulties arise.
- Model positive behaviour

Alongside the behaviour chart, the restorative questions provide a guide for staff and pupils in restoring situations where there is conflict. It helps to move behaviour management on from the more traditional approaches of 'Why did you do that?', 'Who is to blame?' or 'What punishment do I give?' into a more resolution-seeking 'What has happened?, Who has been affected? and How can we begin to repair some of the harm caused?' Pupils are praised for their honesty and often work together in 'Solution Circles' to seek the restoration needed, building trust and respect in each other over time.

With 'Restorative' approaches, pupils take more responsibility for behaviour the further they move through school. The aim is that pupil behaviours will develop, not to gain a reward or avoid punishment, but because the pupils understand the need to build a social community, to show others respect and be kind to one another. It focuses on repairing harm rather than rule-breaking.

Staynor Hall Behaviour Expectations

At Staynor Hall we use a behaviour expectation chart which is displayed in every classroom and throughout the school in communal areas.

All members of our school community follow this and it is regularly referred to throughout the school day. The behaviour expectations are the main driver for children understanding

what is expected of them and it is also used to support children to take responsibility for their behaviour choices and actions.

To ensure the school community grow and learn together all children start the day on good behaviour and are asked to:

- Make the right choices
- Tell the truth
- To be a good learner
- To keep to the school expectations
- To be a good friend
- To show respect
- To follow instructions the first time

At Staynor Hall we understand that sometimes children will have wobbles and they will need support to demonstrate good behaviour, within our behaviour expectations staff in school will:

- Give children a friendly reminder - staff will be specific about the behaviour which needs to change
- Give children a warning if the behaviour continues - staff will be specific about the behaviour which needs to change

Consequences of poor behaviour

At times children will not change the behaviour choices they are making and this can lead to children moving their name to 'wobbly behaviour' or 'unacceptable behaviour'. There will be consequences for this as written into our behaviour expectations chart.

Consequences vary in severity and include:

- Talking to an adult about the behaviour using the behaviour expectations chart
- Reflection time which can include time in the child's classroom or time in a partner classroom
- A restorative circle with the class team or group of individuals
- Member of the Senior Leadership Team informed
- A conversation with parents
- Exclusion from the classroom
- Exclusion from school

Key points

A core principle of the route map is that children always have the potential to move back to the 'Good Behaviour' if they have moved their name to 'wobbly behaviour'. Where a child has moved their name to 'unacceptable behaviour' although their name will stay there all day, children are encouraged to make positive choices so that the rest of the day can be 'good'. Staff are actively vigilant in 'catching a child being 'good'.

Inclusion is vital and the school does not want children to be out of class or excluded from play opportunities unless it is the last resort.

Children are always provided with 'Reflection Time' to allow them to regulate if something has upset them.

Where needed, children may have a bespoke behaviour plan which sits within the school behaviour policy.

Any staff available should attempt to de-escalate and facilitate a resolution between themselves and/or groups of pupils by adopting the Restorative Practice approach. This may mean providing a quick discussion with them or asking an additional adult to spend some time talking through a particular incident.

When a child's behaviour is causing an on-going concern and is being regularly flagged up in the scrutiny of behavioural incidents, the child's teacher, the school's Behaviour and wellbeing lead and SENDCo will meet to discuss how best to support that child's improvement in their behaviour within school. These pastoral and behaviour plans are made in partnership with parents/carers and, when necessary, external agencies.

All staff make it clear to children that everyday is a new day and we all start the day on 'good'.

Our Behaviour Expectations Chart

