

SUMMERFIELD EDUCATION CENTRE

RESTORATIVE BEHAVIOUR POLICY



Written by: Mr James Bowater and Ms Nicola Capok

Ratified by Management Committee: 5 May 2020

Signed by:

A handwritten signature in black ink that reads 'Yvonne Obaidy'.

Yvonne Obaidy

Chair of Management Committee

Restorative Behaviour Policy Contents

Content	Page Number
Aims of the school (Behaviour)	Page 3
What is Restorative Practice	Page 4
Restorative Practice at Summerfield Education Centre	Page 4
The Aims of Restorative Practice	Page 4
Restorative Mindsets (Belinda Hopkins)	Page 5
Restorative Conversations *	Page 5
Referral Pathways	Page 5-6
Restorative Preparation & Evaluation	Page 6-7
About Restorative Language:	Page 7
Restorative behaviour process and chart	Page 7-8
Equality for All	Page 8
Parental Engagement	Page 8-9
Praise and rewards – Summerfield Education Centre Points System	Page 9-11
Praise and rewards - Summerfield Education Centre Tokens	Page 11
Physical contact with students- Use restraint of (Prime)	Page 11
Physical contact with students – Reasonable force	Page 11-12
Physical contact with students - Recording, viewing and reporting	Page 12
Exclusions and Cool Downs	Page 13-14
Classrooms Behaviour Management Flow chart - Appendix 1	Page 15
Non Classrooms Behaviour Management Flow Chart	Page 16
Behaviour Traffic Light System	Page 17
DfE - Guidance to the use of Reasonable Force – Appendix 2	Page 18

RESTORATIVE BEHAVIOUR POLICY

Aims of the school

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. This policy is therefore designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure. Summerfield Education Centre is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities; where high expectations lead to lifelong learning and where care and respect build self-esteem and self-belief.

It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

We aim to achieve this through:

- Establishing clear expectations of behaviour.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner

- Providing opportunities to develop empathy and, caring about the needs and rights of others.
- All students and staff being treated with respect □ To prevent all forms of bullying.
- Working together with parents / carers to create a partnership between home and school.

The Restorative behaviour policy at Summerfield Education is based on the following considerations:

- Many students have displayed significant behavioural difficulties prior to admission. These difficulties may be attributable to a number of reasons and will have been a factor in their referral.
- Encourage and maintain appropriate attitudes and behaviour conducive to self-discipline and a calm and purposeful learning community atmosphere. This approach is based on relevant knowledge and experience of working with pupils having SEMH and other additional needs.
- Fostering a sense of community, mutual respect and restorative approaches.

Our job is to teach the **STUDENTS** we have,
NOT those we would like to have,
NOT those we used to have,
 But those we have right now **ALL** of them

What is Restorative Practice?

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff. To be effective, restorative approaches must be in place across the school. This means all students, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods. There is good evidence that restorative practice delivers a wide range of benefits for schools. A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. An independent evaluation of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates. In Barnet, an

evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty-two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.

<https://restorativejustice.org.uk/restorative-practice-schools>

Restorative Practice at Summerfield Education Centre

In 2019, all Summerfield Education Centre Staff undertook an intensive training package on restorative practice to develop their skills responding to conflict. All pastoral Staff were given additional training to support their work outside of the classroom with our children. Pastoral staff members were trained to be 'Specialist Mediators' in Restorative Practice. Our Specialist Mediators are:

- Miss N Capok – Behaviour and Inclusion Lead
- Miss S Burt – Learning Mentor/Parental Engagement Lead
- Mrs M Galbraith – Learning Mentor/Careers Lead
- Miss L Wood – Learning Mentor/ Mental Health Lead

All staff attended a weekly briefing on Restorative Practice, to help embed Restorative Practice into the school's ethos, culture and language at Summerfield Education Centre.

The Aims of Restorative Practice

- To develop a school culture which promotes positive relationships within the Summerfield community and beyond.
- To provide support for students who are experiencing peer conflict.
- To help improve student's ability to accept the perspectives of others, promoting mutual understanding between peers.
- To reduce number of reported incidents of bullying by ensuring a long term resolution between peers.
- To restore relationships between students and staff following incidents resulting in a fixed term exclusion.
- To reduce the impact of peer conflict/bullying on the mental health of young people.

Restorative Mindsets (Belinda Hopkins)

- An acceptance of individual perspectives.
- Promoting mutual understanding by making explicit the link between behaviour thought and feeling.
- A focus on impact and reintegration not blame and punishment.
- Recognising underlying need.
- Accountability and responsibility for self and others.

Restorative Conversations *

When we have a restorative mindset this will lead to us having restorative conversations which should influence our daily interactions and communications with others.

Restorative conversations are:

- High in belief and care statements.
- Focus on feelings and thoughts.
- Contain open questions.
- Emphasis on the 'I' not on telling others what to do e.g. 'you need... statements'. □
Based on the basic questions of restorative enquiry.

Staff can use restorative conversations to:

- Respond to conflict within the classroom.
- Resolve low level disruption without the need for escalation.
- Model positive interactions and behaviours to others.
- Help restore relationships following a consequence. □ Support relationships with colleagues.

Referral Pathways

Students can self-refer for support via any member of staff. Parents and Carers can also make a request for Restorative Intervention via the school office. Many issues will be supported by the pastoral team who will use Restorative Practice as part of their everyday practice in responding to peer conflict and relationship issues. The Pastoral Team may choose to use restorative conversations when talking to students about an incident or concern raised. A record of this intervention will be kept by the Pastoral team on the SchoolPod system.

Some students will require a more intensive approach, using restorative circles. The value of using restorative circles are:

- Everybody has a chance to speak and BE HEARD.
- Everyone FEELS SAFE to express their thoughts and feelings.
- Everyone FEELS INCLUDED and has the same opportunity regardless of age, role, experience etc.
- Everyone FEELS VALUED if not always agreed with.

Restorative Action should be included (where appropriate) as part of the support plan for students who have been excluded from school as part of their reintegration requirement. This is especially relevant for any students who have been excluded as a result of violent or aggressive behaviour towards a peer or member of staff.

****any disclosures made during restorative conversations or circle time will be reported following Summerfield and Local Authority safeguarding policies and procedures.***

Restorative Preparation & Evaluation

Restorative Practice should take place within 5 school days of any incident to ensure its effectiveness – however, some students may require time to reflect following an incident to ensure they are ready to engage with restorative interventions.

Students with special educational needs, may need support prior to the intervention taking place. Students who have social communication needs will need access to an advocate or keyworker who can help them to understand what the process is that they are taking part in and how it will work for all parties involved.

Students who have been referred to a specialist mediator to help resolve a situation, should be asked if they are willing to participate. Specialist Mediators can work with any year group at a time that is appropriate for them. Students may be taken out of lessons to complete the restorative intervention, but teachers must be warned in advance that this is taking place. Some students maybe requested to participate before school, during lunchtime or after school.

Staff leading the Restorative Circles should provide an evaluation of each session and monitor the impact for up to 6 weeks after the intervention has taken place. Via SchoolPod.

The impact and overall effectiveness of restorative practice could be evaluated in the following ways:

Immediate:

- The school is aware of a problem and is putting in appropriate support in response.
- Students feel listened to and supported to deal with an incident or issue immediately. (student voice)
- Parents / Carers acknowledge that the school is responding to a reported issue in a timely and effective way, providing feedback to parents /carers. (parent voice)
- There is a reduction in the level of anxiety, stress, anger or distress the incident would have caused without the intervention. (student voice)

Short Term:

- A positive, trusting relationship is established between a group of students and the specialist mediator.
- The situation is monitored over a period of time to ensure the resolution is 'holding.'
- Consistency of staff involved with any ongoing or further incidents.
- Pastoral Staff have the support of a procedure in place to respond to ongoing incidents of peer conflict – possible reduction in workload.
- Communication between home and school leads to greater parental confidence.
- There is a focus on impact and reintegration rather than blame and punishment for those who have been excluded. Improving relationships between adults and students in school.

Medium to long term:

- Students feel confident in resolving any future conflicts or issues in a restorative manner without the need for adult intervention

- Students are more resilient and less likely for any incidents to have a long term negative impact on their emotional wellbeing. (case studies)
- Reduction in the number of repeat incidents of aggression and violence (data)

About Restorative Language:

When our students find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our students:

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Restorative behaviour process and chart:

Most situations can be dealt fairly and promptly by using the above questions. If a student continues to misbehave, teachers refer to the **school behaviour flow chart** (Appendix 1).

Schools that use this approach have found that they have been able to:

Reduce	Improve	Develop
--------	---------	---------

Exclusions Disruptive behaviour Conflict Bullying	Behaviour Learning Attendance	Truth Telling Responsibility Accountability Empathy Emotional Literacy Conflict Resolution Skills Positive Learning Environment
--	-------------------------------------	---

Equality for All

We understand and respect that all of our students are different and provide a school experience that is accessible and appropriate for all our students. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as,

- Educational Psychologist
- Educational Welfare Officer
- Social Care

Parental Engagement

At Summerfield Education Centre we realise the importance of the engagement of parents and carers in support of the school. It is important that parents and carers are given positive and negative feedback on a regular basis regarding their child’s behaviour. Listed are the formal ways in which contact will be made regarding behaviour with parents.

Telephone Calls	<p>Parents will receive phone calls regularly from teaching and mentor staff regarding behaviour. Parents will receive phone calls from teaching and mentor staff regarding positive feedback (all phone calls will be logged on School Pod)</p> <p>During our partial closures, parents and carers will have weekly phone calls regarding work and to offer support and guidance from a nominated Teaching Assistant and admin staff.</p>
Emails	<p>Parents will receive weekly emails listing any behaviour incidents and/or positive feedback that have taken place in school throughout the week.</p> <p>During our partial closures, parents and carers will have weekly emails with work packs from a nominated Teaching assistant. Teaching staff</p>

	<p>will email parents, carers and students via their school email account with feedback on any completed school work.</p>
<p>Post</p>	<p>Parents who do not have access to email will receive weekly correspondence listing any behaviour incidents that have taken place in school throughout the week.</p> <p>Parents will also receive behaviour postcards/certificates to recognise good behaviour for learning</p> <p>During our partial closures, students without access to email can opt to have work packs posted home.</p>
<p>Face to Face</p>	<p>Parents are invited to a termly parental consultation.</p> <p>Parents are invited to join the monthly parent forum to discuss any issues that they are having.</p> <p>Parents will be invited to reintegration meetings after any formal exclusion.</p> <p>Parents may be invited into school to support the behaviour of their child, this can be in the form of a restorative meeting, restorative intervention or even to support within the classroom environment.</p> <p>Parents will be invited to celebration events and award ceremonies.</p>

Praise and rewards

At Summerfield Education Centre we believe that the key to promoting positive behaviour is through praise and rewards. There are numerous ways in which we reward students for different aspects of their behaviour for learning. These are broken down into short term, medium term and long term opportunities to achieve, this helps us engage even the most disengaged student.

Summerfield Education Centre Points System

Students at Summerfield are able to achieve points in every lesson (up to nine points) Points are rewarded for three categories they are: **Behaviour, Effort, Punctuality/Attendance** (three per

category). Teachers and teaching assistants will record points at the end of every lesson. Students will take an active part in points being awarded and there will be a discussion the end of each lesson. To be able to achieve the maximum three points in each category students must:

Behaviour	Students need to follow instructions first time, ignore negative behaviour from peers and allow others to learn in a positive environment
Effort	Students need to complete all work set to the best of their ability and attempt any extension work set.
Punctuality/Attendance	Arrive to the lesson on time and not leave the room without permission

Based on a six lesson day students can achieve a maximum of 54 points per day or 270 points per week. Rewards are given out on a short, medium and long term basis based upon this point system.

Short Term Reward	<p>The top 10 point scoring students in the school each week receive a small reward (either a bar of chocolate or something of equivalent value. Students can opt for **Tokens to be added to their account) this is to be given out on a Monday afternoon.</p> <p>On a monthly basis the top ranked tutor group is also entitled to a group reward (such as board games, decks of cards etc) that can travel with their teaching assistant to be used in down time.</p>
Medium Term Reward	The top 10 point scoring students in the school each term are rewarded with a top 10 trip (outside of school time) such as Go- Karting, cinema or bowling.

Long Term Rewards	All students who achieve over a certain percentage (decided each year by SLT) of points over a year are entitled to take part in an end
	of year trip or/and the school residential trip staying overnight.

*****Tokens to be explained in more detail in Summerfield Education Tokens section.***

Summerfield Education Centre Tokens

Teaching staff, teaching assistants and learning mentors are able to award Tokens to students. Tokens should only be rewarded when a student has done something **“above and beyond”** expectations. An example of this would be completing extra work at home, trying something new, showing kindness to others etc. Each token has a monetary value (cannot be exchanged for real money) Students using School Pod can access the school shop with a member of staff. As with the Summerfield Education Centre Points System, there are short term, medium term and long term targets (long term target prizes have a higher token value) this is to ensure that students can remain focused.

Students are given the opportunity to customise their shop. They can do this by speaking to NC who can add individual prize requests onto the shop. For example; one student added a pet experience at a local farm that she could visit with her family.

Physical contact with students

Use of Restraint PRIME

Very rarely will staff be required to use physical contact to restrain a student. Summerfield Education Centre seeks to avoid physical contact to restrain or control a student and must always consider carefully the likely risks of not acting. Staff should never use physical contact simply to exert their authority in a situation but may use physical force if a student is, in the judgement of the staff present, at risk of causing harm to others or to themselves.

All students at Summerfield have their own needs based plans and risk assessments which outline individual learning needs and handling plans. When addressing behaviour and incidents, staff will use their knowledge of these plans alongside restorative practice to deescalate a situation. This will ensure pupils understand how to avoid crisis and the need for restraint if a situation escalates.

The following constitutes the approach that the school takes in this area and is in line with and draws from Department for Education guidelines (See Appendix 2)

What is reasonable force?

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury;
- Force should be 'reasonable in the circumstances' which means using no more force than is needed and withdrawing from physical contact as soon as possible;
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm. Restraint means to hold back physically or to bring a student under control. It will only be used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention or when a student is a clear danger to themselves or others;
- College staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force but when they do so, they must act in accordance with the policy of the school;
- Volunteers, parents or older students who find themselves in supervision of students must not use physical force unless requested to do so by a member of staff. All pastoral staff and senior leaders, and most teaching staff are trained in the appropriate use of restraint and conflict resolution.

When can reasonable force be used?

- Staff may use force to prevent pupils from causing harm to themselves or to others, to prevent damage to property, or from causing disruption;
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff should go as far as possible to avoid the use of physical force and should always seek to use alternative methods to bring situations under control. Staff should have an appreciation that in some situations the use of restraint can add tension to a situation rather than defuse it. In addition to situations where students pose an immediate risk to themselves or others, staff at Summerfield Education Centre may use physical force to:
 - prevent a student behaving in a way that causes serious disruption to a school event or activity;
 - prevent a student from leaving the classroom where doing so would risk their safety or lead to behaviour that disrupts the behaviour of others. It is not lawful for physical force to be used as a punishment.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Recording, viewing and reporting the use of force

Following a situation where physical force has been used, the following process, normally led by the Behaviour and Inclusion Lead with the Headteacher, will be followed:

- **Recording:** Written statements provided by all staff involved recorded on School Pod, review of CCTV, where possible, in line with the Centre CCTV Policy. A log will be stored on the school system. Parents will be informed that the incident has happened;
- **Review:** All reports are read and reviewed by the school Behaviour and Inclusion Lead.
- **Reporting:** A restorative meeting will be held with all parties involved to ensure every person involved is heard.

Exclusions and Cool Downs

As a restorative school we will endeavour not to use exclusions and cool down periods, however in certain circumstances it may be imperative to implement a short term exclusion/cool down period. When this is the case students and their parents will take part in a restorative re-integration meeting to ensure that they are ready to return to school and that they are part of the plan to move forward.

Power to search students without consent

In addition to the general power to use reasonable force described above, the Headteacher has authorised members of the Senior Management Team, Middle Management and members of the Pastoral Team to use such force as is reasonable given the circumstances, to conduct a search for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette paper
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

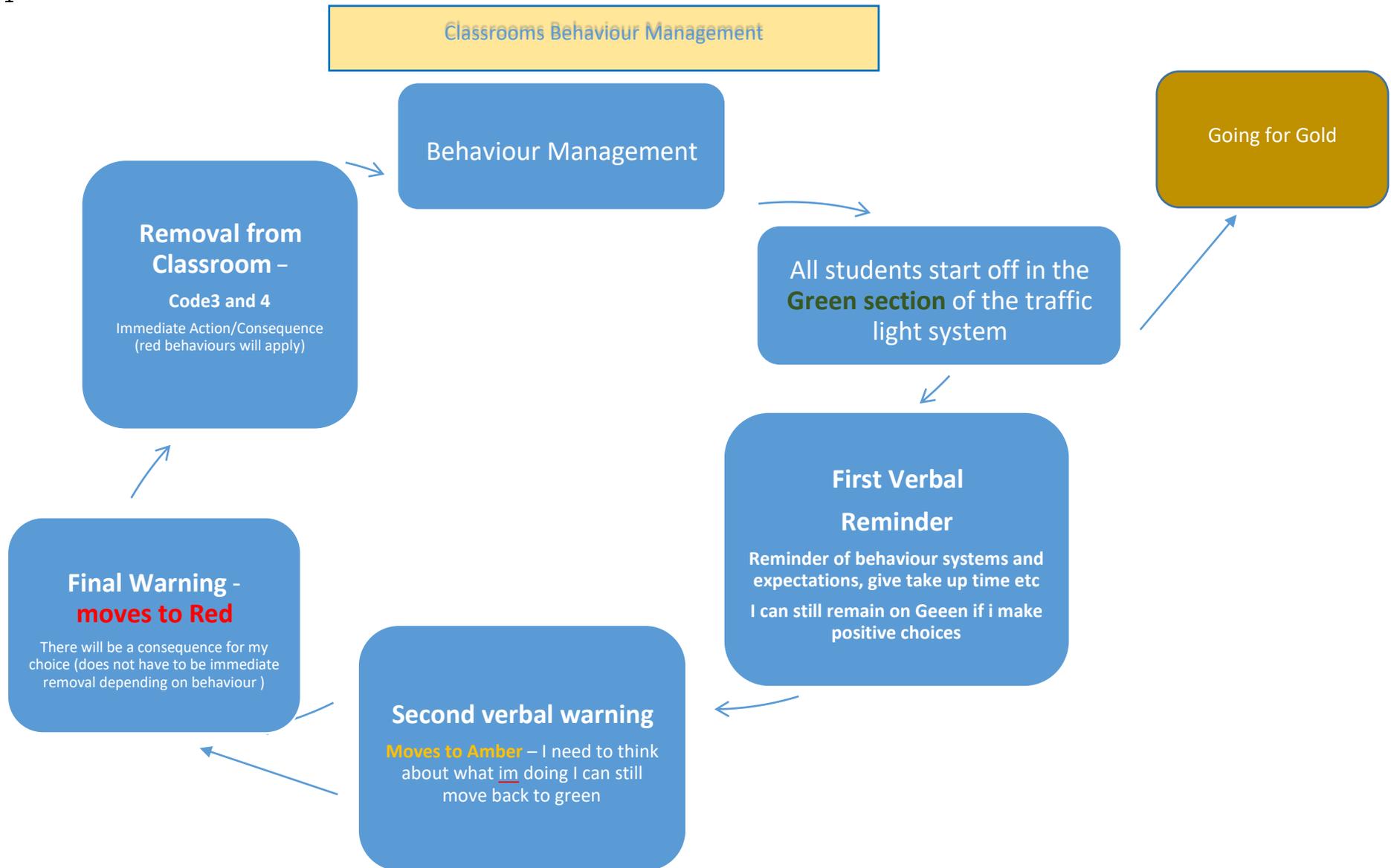
Please note: In addition to Physical Restraint:

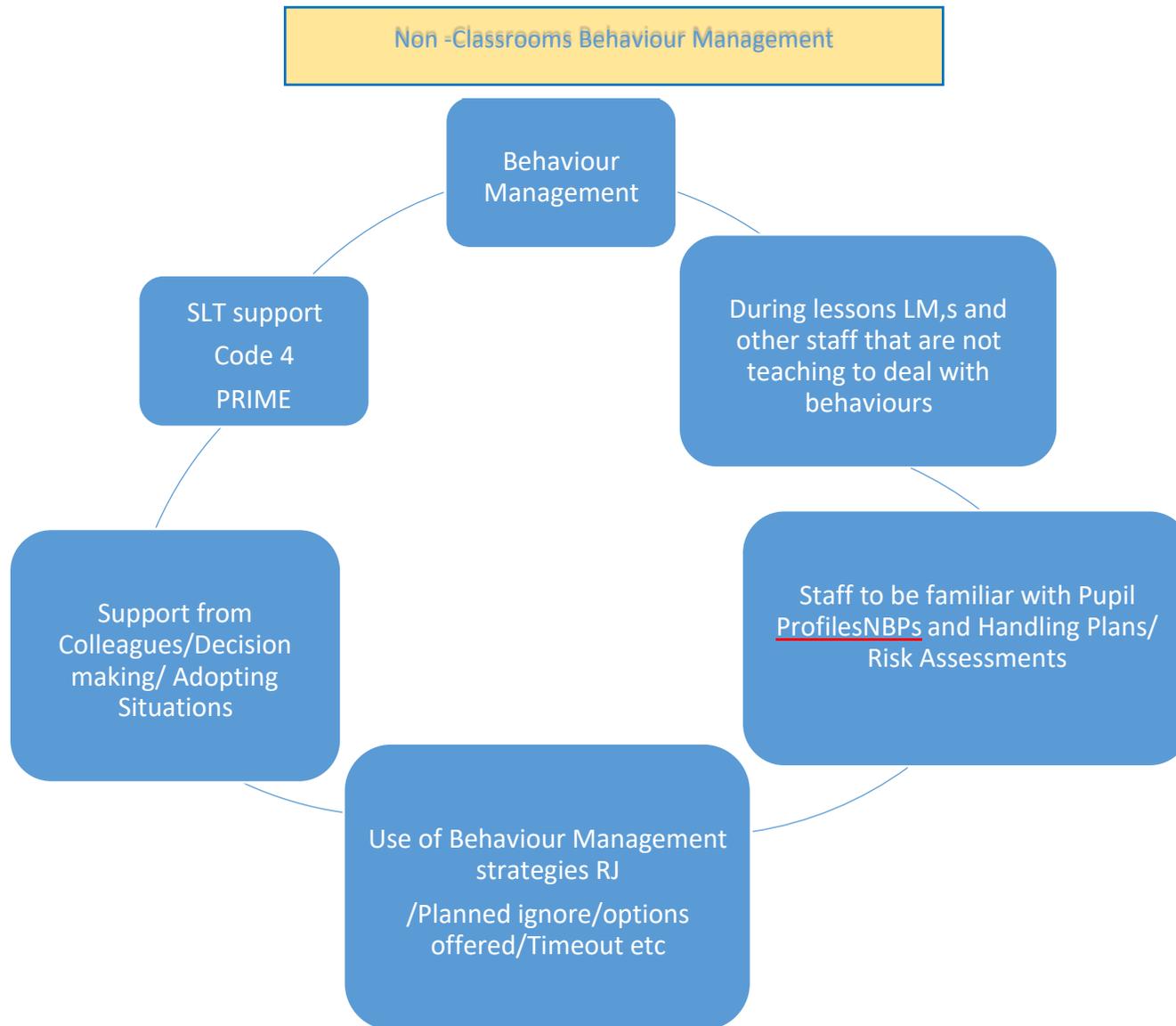
It is not illegal to touch a student. However, staff should avoid physical contact in circumstances other than the proper and appropriate situations set out below:

- When comforting a distressed pupil
- When a pupil is being congratulated or praised

- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

Appendix 1





Behaviour Traffic Light System

GOLD	<ul style="list-style-type: none"> <input type="checkbox"/> Doing something thoughtful without being asked <input type="checkbox"/> Representing the school to a high standard <input type="checkbox"/> Being an independent learner <input type="checkbox"/> Attempting to inspire others to achieve <input type="checkbox"/> Acting upon being a role model <input type="checkbox"/> Going the extra mile
GREEN I'm doing exactly as what is expected of me – can I go for gold?	<ul style="list-style-type: none"> <input type="checkbox"/> Completing the appropriate amount of work <input type="checkbox"/> Good manners <input type="checkbox"/> Listening to everyone who is speaking <input type="checkbox"/> Sitting correctly <input type="checkbox"/> Remaining focused <input type="checkbox"/> Being a good role model <input type="checkbox"/> Being Respectful <input type="checkbox"/> Being Responsible <input type="checkbox"/> Taking care of school environment/equipment
AMBER I need to think about what I am doing I can get back to green	<ul style="list-style-type: none"> <input type="checkbox"/> Shouting across the class <input type="checkbox"/> Inappropriate behaviour <input type="checkbox"/> Talking over staff <input type="checkbox"/> Insufficient/Inadequate work in class <input type="checkbox"/> Distracting others <input type="checkbox"/> Being rude/disrespectful

	<input type="checkbox"/> Being unkind to others
<p>RED</p> <p>I am out of line what can I do to repair this</p>	<input type="checkbox"/> Physical Violence/Behaviour <input type="checkbox"/> Bullying <input type="checkbox"/> Repeatedly not following instructions <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Breaking equipment purposefully <input type="checkbox"/> Stealing <input type="checkbox"/> Threatening Behaviour <input type="checkbox"/> Dangerous behaviour

Appendix 2

DfE - Use of Reasonable Force:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf