



# Arden Primary School



At Arden Primary School we believe that our children, whatever their needs, deserve a broad and imaginative curriculum that enables them to become independent and resilient learners who develop into respectful citizens of the future with high aspirations.

## Behaviour Policy

Good relationships need to be at the heart of everything a school does if effective teaching and learning are to take place.

Our challenge is to address conflicts and harmful situations in a way that, at the very least, does not harm relationships, and at best builds and repairs them. The school expects openness and honesty from everyone. Where there are differences in views and opinions, we work together to resolve these with calmness and in a constructive manner.

At Arden Primary School, we are committed to ensuring equality of education and opportunity for all irrespective of race, gender, ability, religion, socio-economic factors and disability. The achievement of all pupils is monitored and we use this data to raise standards and ensure inclusive teaching and learning.

We aim to provide our pupils with a firm foundation which will enable them to fulfil their potential. We seek to eliminate unlawful discrimination.

At Arden we believe that diversity and inclusion are strengths, which should be respected and celebrated by all those who learn, teach and visit here.



## **Philosophy and Aims**

The aim of Arden Primary School is to give all pupils the skills for living and learning and to involve them in a well-structured, relevant curriculum appropriate to their needs and ability.

Our behaviour policy is rooted in the belief that all members of the school, regardless of age, race, colour, religion or disability:

- Are of equal value as human beings.
- Have a valuable contribution to make to the life of the school.
- Are responsible for their own actions.

We want our children to:

- Feel happy and secure in school
- Fully participate in school life at Arden and display our school values of; Respect, Resilience, Aspiration, Independence and Imagination
- Learn in a safe environment.
- Reach their full potential

Through our high expectations and a consistent approach, we aim to further an atmosphere of mutual trust and understanding in which meaningful and worthwhile learning can take place. Good behaviour makes effective teaching and learning possible. Poor behaviour disrupts these processes.

We are justifiably proud of the high standards of behaviour throughout the school and we value our partnerships with parents/carers in underpinning the principles in this policy. There is a clear understanding of our school culture and of how we do things and of the values we hold.

By using the language of choice, we encourage everyone to take responsibility for his or her own behaviour. Children choosing to behave in the expected way are making a choice to be recognized with positive consequences whilst choosing to behave inappropriately is a choice to receive negative consequences. Our ultimate aim is for individuals to take responsibility for their behavioral choices and thereby prevent unhelpful choices being repeated.

The positive approach of praise, encouragement and the raising of self- esteem will form the cornerstone of our restorative approach to managing behaviour and resolving conflict. Rewards for appropriate behaviour are numerous and varied. School and class rules are regularly discussed in assembly and in class circle time sessions. Visual prompts to reiterate appropriate behaviours are displayed whenever necessary. However, when appropriate, sanctions are given.

## **School Rules**

Rules are central to successfully embedding routines at our school. To ensure that they are effective in ensuring good conduct we strive to make them as short as possible, compact and memorable. They are widely known and demonstrated throughout school life. The choice to break one of a school rule is not a trivial matter and there must be the certainty that a consequence will follow.



- At break time football will only be played in the far end of the MUGA with basketball reserved for the playground.
- The Tangle equipment will be used by 6 children selected by the duty teacher from their class.
- Children will use polite and appropriate language. Swearing will not be tolerated and where heard will result in a Restore and Repair session.
- Children will show pride in their school by keeping the building and grounds free of litter.
- Children will use the school playground equipment appropriately.

### **Rewards and Sanctions**

In our school we believe all pupils should be encouraged to do their best and their success will be recognised. When children choose to behave as we expect they will receive positive consequences. Naturally, there will be some differences in the use of rewards and sanctions as the age of the children will have to be taken into account. All adults at school have the same high expectations for the behaviour of pupils and there are well-established and understood systems for addressing the behaviour choices of our pupils.

We reward good work and behaviour choices with:

- ❑ Class Dojo awards. These awards accrue certificates at 100, 200 and 400 points and are reset on a half termly basis. Parents/carers are encouraged to join the free ClassDojo app which allows them to monitor their child's progress
- ❑ Praise – verbal and written (including Praise Certificates).
- ❑ Stickers - given by staff including Teaching Assistants and Midday Assistants
- ❑ Letters to parents.
- ❑ A Mention during 'Special assembly'
- ❑ Display of good work in classroom and around school.
- ❑ Work shown to other members of staff, Team Leaders, Deputy Headteacher, or Headteacher.
- ❑ Certificates.
- ❑ Star of the Day
- ❑ EYFS use the sun/rainbow/cloud peg system, with raffle tickets and weekly prizes
- ❑ Class of the Week
- ❑ Praising positive behaviours and addressing unwanted behaviours proactively using restorative conversations and circle times.

### **Restorative Approaches**



Arden is a Stockport Restorative school.

Restorative practice is a term used to describe a way of being, an underpinning ethos, which enables us to build and maintain healthy **relationships**, resolve difficulties and repair harm when **relationships** breakdown.

Restorative approaches are value-based and needs-led.

They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful **relationships** and a cohesive community and the foundations on which good teaching and learning can flourish. In such a community, young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experiences of school.

When behaviour problems occur, we always listen and endeavour to establish the facts. This is not always an easy matter although only when we are certain of the facts can we judge. People failing to make the right choices are dealt with fairly, firmly and are never humiliated. As a Restorative School, a restorative approach to resolving conflict will be used by all members of staff and at all times.

Restorative Questions	
What happened?	Drawing out each person's unique perspective, starting with the person. Who has caused the harm? The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
What do you think/feel about what happened?	What each person was thinking and feeling at the time, before and since.
Who has been affected and how?	Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.
What are the needs of those involved?	What those affected need to feel better, move on, repair harm and rebuild relationships
What do you think needs to happen next/to make things right?	How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

We address inappropriate work and behaviour choices with:

- Verbal or visual reminder.
- Verbal reprimand.
- Change of seat.
- A warning of the possible consequence of continuing to make the wrong choices.
- All children will start the day with their peg on the green section of the class behaviour chart. Following a reminder and a warning, their peg will move if an inappropriate choice is made again. A reminder to consider future behaviour choices will follow each peg move.
- A short period of withdrawal to another teacher, partner class or team leader will precede a Restore and Repair session.
- Restore and Repair (see appendix)
- Staying in at playtime under teacher supervision.
- Letters or phone calls to parents.
- Additional work.
- Loss of 5 minutes playtime on receipt of a second warning.

Serious misbehaviour might require the following sanctions:

- Loss of privileges (e.g. membership of a school team, class monitor).
- Incident report (available from the Headteacher and when completed placed in the pupil's school file);
- Parental involvement.
- Behaviour diary or individual monitoring report.

- Use of our Maple Facility. (see appendix)
- Exclusion from class (see appendix)
- Internal suspension away from all children for a fixed period.
- Suspension from school (see appendix)
- A restricted timetable

Senior leaders will be informed and involved in repairing the harm in such situations as:

- Bullying
- Child on child abuse
- Racist abuse
- Sexual harassment

Other strategies to support behaviour may include referral to Stockport Inclusion Service, use of our Maple Room or lunchtime nurture facility, Home-School contracts and workshops for specific behaviour.

**N.B.** The Headteacher, Deputy Headteacher or Team Leader must be involved in the application of any of the sanctions for serious misbehaviour and only the Headteacher or Deputy Headteacher can decide to suspend a pupil.

### **Risk assessments for challenging behaviours**

The school will consider undertaking risk assessments for pupils with challenging behaviour, in order to minimise risk, protect pupils and staff, and to exercise the school's "Duty of Care".

This will involve assessing the context and probability of risks, and the seriousness of any likely outcomes for pupils and staff. If further action or strategies are identified in the risk assessment process, the school will take action to implement these in order to safeguard pupils and other members of the school community.

The Local Authority has issued guidance to Head teachers to assist in this process.

### **Pupils with Special Educational Needs**

Behaviour is influenced by many complex factors and it is important that as much assistance as possible is given to all pupils in making the right behaviour choices. Our high standards and consistent application of the school rules ensure that pupils with SEND do not suffer from low expectations. At all times, we will ensure that appropriate scaffolding and support systems allow all pupils to make the best behaviour choices.

### **Circumstances justifying physical intervention**

In extremely rare circumstances, it may be deemed necessary for a trained member of staff to intervene physically if it is considered reasonable, proportionate and necessary in the circumstances.

Physical intervention may be necessary where:

- There is an imminent risk of injury.
- There is a developing risk of injury.
- Action is required in self-defence.
- Action is required to prevent significant damage to property.
- A pupil is behaving in a way that is compromising good order and discipline.

Staff will remain calm, stay objective and in control. All dangerous objects, which might include furniture, will be removed

'Application of reasonable force' depends on all the circumstances of the case. It requires judgement, skill and knowledge of non-harmful methods of control.

The use of force can be regarded as reasonable if:

- It is used for the minimum length of time required to achieve its objective,
- It is used as a last resort.
- The degree of force is the minimum necessary and in proportion to the incident.

'Reasonable force' might involve:

- Physically intervening between pupils.
- Blocking a pupil's arm.
- Leading a pupil by the hand or arm.
- Moving a pupil away by placing a hand in the centre of the back.
- Restraining a pupil using a recognised non-harmful restraint procedure.

All incidences of restraint are recorded and reported in line with the guidance from the Local Authority. If the restraint is being used for the first time a child, then it will result in a formal assessment of the child's future needs being made and in the writing of a My Plan.

### **Absconders**

If a pupil's inappropriate choices result in them making the decision to abscond then staff will not engage in a chase. Staff will remain calm, keep the pupil in sight and send for a member of the Senior Leadership Team and/or Behaviour Mentor/Pastoral Team. If a child leaves the school grounds, the parents and police will be informed immediately.

Copies of our Behaviour Policy are available from the school office and on the school website.

Revised and adopted October 2023  
Review date: October 2025

## Appendix 1

### Lunchtime Restore and Repair

KS1 Restore and Repair sessions take place at 12.00pm.

KS2 Restore and Repair sessions takes place each day between 12.30pm and 12.45pm in the designated classroom.

Whilst some serious behaviours warrant an immediate sanction most will justify '3 chances' before a restore and repair session is used. (Please see attached list for guidance).

All staff can place children in a restore and repair session. Midday staff should discuss decisions with the Midday supervisor first. When a child is placed in restore and repair a 'red slip' should be completed with full details of the reason and then it should be handed to the class teacher.

If a member of staff finds a child has already been placed in restore and repair on a particular day they should still complete a red form and send it to the designated room so that the reason for the restore and repair session can be added to the day's comments. In this way a child is not storing up sessions to complete later in the week, but at the same time the patterns of misbehaviour can still be recorded for analysis.

During the R & R session a child should fill in a restorative thought bubble or another appropriate task.

Staff supervise R & R sessions on a rota basis. Children should not sit with their peers and there should be no talking. If a child refuses to come to an Restore and Repair session he/she will be given one more chance the next day and if he/she still refuses there will be a one-day internal exclusion.

#### **The duty staff member should:-**

- 1) At the start of the session the number of children having a school dinner should be sent to the Midday assistant who is supervising their class.**
- 2) Check off the red slips initialling and ticking each one to confirm a child's attendance or otherwise.**
- 3) Note the date and misdemeanour (see codes overleaf) against each child's name on the class lists within the Restore and Repair file .**
- 4) At the end of the session the thought bubble sheet should be discussed with the child before being disposed of.**
- 5) The teacher supervising the Restore and Repair records the incident on SIMs and whilst the class teacher will contact the child's parents/carers personally or by phone after school to discuss the reasons for the R&R.**
- 6) The teacher supervising the Restore and Repair session will check the number of sessions that the child has attended over the course of a half term. If the child has attended 3, 6 or 9 sessions then a yellow slip will be completed and handed over to the headteacher. The following additional support is provided:  
3 Restore and Repair sessions Letter home to parent**





Being out of class in lesson time without a good reason  
Eating in class  
Being un-cooperative  
Disrupting Assemblies (talking/moving around distracting others)  
Disputing a staff member's decision  
Constant talking/inattention  
Hiding the truth

**Instant Sanction:**

Damaging property  
Extreme incidents of classroom disruption  
Running around school  
Leaving the school grounds without permission  
Extreme rudeness  
Swearing  
Fighting  
Poor behaviour in cloakrooms/toilets  
Discriminatory language or behaviour

## Appendix 2

### Suspension from class (Internal Suspension)

Repeated poor behaviour may result in a child being suspended from class for a day or more. Before this happens the child's parents/carers will have been consulted. Provision will be made for the child to work on his/her own in another part of the school, supervised by a member of staff. Arrangements will be made for the child to have breaks and lunchtime on their own in order to reinforce the seriousness of this sanction.

### Suspensions from school

A decision to suspend a pupil from school will only be made on disciplinary grounds. Such a decision might be made:

- In response to a serious breach of the school's behaviour policy;
- In response to the repeated failure to follow academic instruction;
- For the failure to complete a behavioural sanction e.g. a detention;
- For repeated and persistent breaches of the school's behavioural policy which is part of a wider pattern of behaviour;
- If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

Unacceptable behaviour, which might result in suspension includes:

- Fighting
- Verbal abuse
- Physical violence
- Bullying
- Racism
- Vandalism
- Theft
- Drug related incidents

Arden school takes a very serious view of incidents of this type and in extreme case the Headteacher has the power to suspend for a fixed period or permanently. For drug related incidents the school will follow LEA procedures.

There are two types of suspension from school:

A **fixed term suspension** is for a specific period of time. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

A **permanent suspension** involves the child being removed from the school role.

Under the **Equality Act 2010**, schools must not discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. For disabled children, this includes a duty to make 'reasonable adjustments' to policies and practices.

Schools have a responsibility to work together to provide full time education for pupils who receive an suspension of 6 days or longer. This education provision must be off the excluding school's site and at another appropriate place. The suspended pupil will be expected to attend an alternative school which meets his/her needs until the exclusion is ended.

### **Procedures for Suspension**

The decision to suspend a pupil is for a head teacher (or designated senior member of staff) to take. Pupils will be given an opportunity to present their case before a decision is made. Once a decision is made, the parent(s) or carer(s) will be notified immediately. This will usually be made by telephone and will be followed by a letter without delay. In the case of a fixed term suspension of less than 5 days, and to minimise the disruption caused, school will set work that is appropriate and accessible for the child during the suspension.

### **Parental Responsibility**

The law states that all parents **must** ensure that their child is properly supervised during the first 5 days of any fixed period suspension and allows for a parent to be given a Fixed Penalty Notice and fine if their child is found in a public place during school hours without reasonable justification. The Local Authority has prepared a leaflet for all parents which will be issued to parents in the event of an exclusion.

### **Pastoral Support Plan**

If a pupil has persistent behavioural problems that indicate they are in serious risk of suspension, it may be appropriate to implement a Pastoral Support Plan (PSP). The plan will identify causes of concern and what can be reasonably required of the pupil. The involvement of parents is essential if a successful outcome is to be achieved. The PSP will set targets, which are SMART (Specific, Measurable, Achievable, Realistic, Time limited).

### **Reintegration Meeting**

Following a fixed period of suspension, the parents and child are invited to a reintegration meeting. The meeting will focus on helping the pupil successfully return to school and for all parties to learn and make changes to prevent future exclusions.

**N.B.** The Headteacher, Deputy Headteacher or Team Leader must be involved in the application of any of the sanctions for serious misbehaviour and only the Headteacher or Deputy Headteacher can decide to suspend a pupil.



## Appendix 3



### The Maple Room

The Maple Room at Arden is a purpose built classroom where;

- Support is offered to children who would benefit from specific, topical support groups
- Promote Arden's SEND and Inclusion Policy
- The opportunity to participate in group discussion / activities designed to promote wellbeing
- Gain skills and coping strategies to allow children to cope in a mainstream classroom

Our Maple Room is provided from school funds and Arden does not receive additional funding for its provision. Currently, due to the number on roll, we are able to provide a classroom for its delivery.

Children access Maple for different sessions according to their individual needs:

#### **Morning curriculum-based tasks**

Maple is a nurturing classroom where challenge is controlled, well-being promoted and resilience is encouraged.

Children can benefit from a low challenge / high nurture environment to complete work set by a teacher with regular movement breaks. Life skills are taught to allow children to develop into happy and independent children who can self-regulate and thrive, working within or towards being in a mainstream classroom full time.

#### **Sensory sessions**

Sensory play sessions, including: messy play, exploring textures, sounds and smell and peer interaction are designed to develop communication and play, language and physical development such as fine and gross motor skills.

#### **Lunch club**

Lunch club is a quiet, adult led and children focused setting designed to promote appropriate play and communication during lunch time.

#### **LEGO Therapy**

LEGO Therapy is a collaborative play-based social skills intervention designed to improve social competence in children delivered in a safe, structured environment. Within the sessions children are encouraged to build together within set roles. Each child plays the part of an "engineer", a "supplier" or a "builder" and together they follow instructions to build a model.

#### **Yoga**

Children in Maple take part in relaxing Yoga sessions to help promote well-being and mindfulness.

#### **Support groups**

In Maple we deliver support groups such as transition support, anger management, self-esteem, well-being, friendship and teamwork.

#### **Restorative Ambassadors**

A restorative approach is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Arden is a Restorative school where all the staff follow a restorative approach when dealing with conflict. We recognise that this ethos works best when

adopted by staff as well as pupils. In Maple we train children from year 5 and 6 to become Restorative Ambassadors. The Restorative Ambassadors develop skills and understanding which helps them solve conflict in the EYFS and KS1 / early KS2 playgrounds.

**What our parents say about Maple ...**

"Maple has been a really helpful addition to xxx school experience. We really appreciate the time and effort taken to grow and develop his social skills and ability to manage his own behaviour, it is helping him in the classroom and outside of school."

"Maple is fantastic! Before Maple my son really struggled. But now his hours have increased, he goes into school easily and feels happy and safe."

"I was very impressed with how Maple was run and seeing xxx working well in his Lego team."

"Mindfulness is superb. The room is important for channelling emotions and honing concentration."

**What our children say about Maple ...**

"I really think if it wasn't for Maple I wouldn't be in school at all."

"The best part of my day is going to Maple."

"Maple helps me feel calm and I have tips to help myself when I feel cross"

**Appendix 4**  
Restorative Script

**THE EARLY YEARS' RESTORATIVE APPROACHES SCRIPT**

***Understand – Teach - Repair***

KS1&2 Script	Early Years Modification
1. What happened?	1. What happened?  <i>(or use the second prompt)</i>
2. What were you thinking when it happened?	
3. What did you feel inside when it happened?	2. I felt sad when I saw .....
4. How are you now?	
5. Who else has been affected?	3. How are you feeling?
6. What do you need to feel better?	4. What could you have done instead?
7. What needs to happen to put things right?	5. What could you do to make it better?



## Giving an Apology



### Harmer

- I'm sorry for .....
- *(optional: I was ..... because .....)*

### Harmed

- Thankyou for being sorry.
- I didn't like it when you .....
- It made me feel.....



