

ALAMEDA MIDDLE SCHOOL



INSPIRE • ACHIEVE • EXCEL

RESTORATIVE PRACTICE POLICY

PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS

JUNE 2019

RESTORATIVE PRACTICE POLICY

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ALAMEDA VISION

'Alameda is dedicated to offering an inspiring learning environment, where all individuals are valued and everyone has the opportunity to achieve their best in everything they do.'

ALAMEDA AIMS

'Achieving our best in everything we do.'

Engaging with and supporting the school's values.

Collaboration and Community.

Preparing for the future.'

RATIONALE

We believe that behaviour is a language of choice and everyone owns his or her own behaviour. That high quality teaching and learning takes place in an environment that is stimulating, challenging and engaging, yet maintains order and clear boundaries. High attendance is vital for effective learning. We are committed to promoting a partnership with family and external agencies to support in creating positive behaviour and good attendance. We embrace Restorative Practice (RP) and our school values as a means of achieving this.

AIMS

The aim of this policy is:

- To develop in our community a sense of self- discipline and an **acceptance of responsibility for actions**.
- To accept that the maintaining of **good behaviour is everyone's shared responsibility** in both school and the wider community.
- To **build positive relationships**, accepting failures, mistakes and taking responsibility as part of our learning.
- To establish an **environment** where children and staff are safe, happy and able to develop confidence to enable them to make a positive contribution.
- To promote **high expectations** of positive behaviour through modelling the school values.



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- To **value the rights of the individual**; promote and develop empathy and respect for self and others.
- To ensure that **everyone is treated fairly**, using the **school values and restorative practice** as a way of encouraging reflection on behaviour.
- To have a **clear structure** and implement rules **fairly** and **consistently** when addressing poor behaviour, recognising professional judgement.
- To continue to acknowledge and **recognise pupils' achievement, attendance and good behaviour**.
- To develop a culture in which we accept the child but not the poor behaviour.
- To establish **strong home-school links** and recording and communication systems that can be utilised for all matters relating to behaviour and attendance.

Rights:

- We all have the right to be treated with respect.
- We all have the right to learn and work in a safe environment
- We all have the right to feel and be safe.

Responsibilities:

- We all have the responsibility to treat others as we wish to be treated, with respect and kindness.
- We all have the responsibility to make the most of our opportunities.
- We all have the responsibility to make others around us feel and be safe.
- Promote equality

Values:

Communication is the practice of relationships. If we want individuals to develop respectful and collaborative relationships, they have to experience respectful and collaborative communication. Incorporating and modelling our values will help children to understand and uphold our values by:

- Providing opportunities to learn about the effects of words and actions on the relationships to which they belong.
- Responding to inappropriate behaviour in ways that promote the development of social learning rather than social control.



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- Employ the practices of Community Building, Restorative Dialogue and Engagement with Families.

RESTORATIVE PRACTICES PHILOSOPHY STATEMENT

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour and how to make better future choices. 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 Practice acknowledges the intrinsic worth of the person and their potential contribution to the school community.

We expect all stakeholders to focus on, and participate in, a ***restorative approach***, while understanding that proportionate sanctions sometimes need to be applied.

By applying the 'Restorative Practice framework', we aim to:

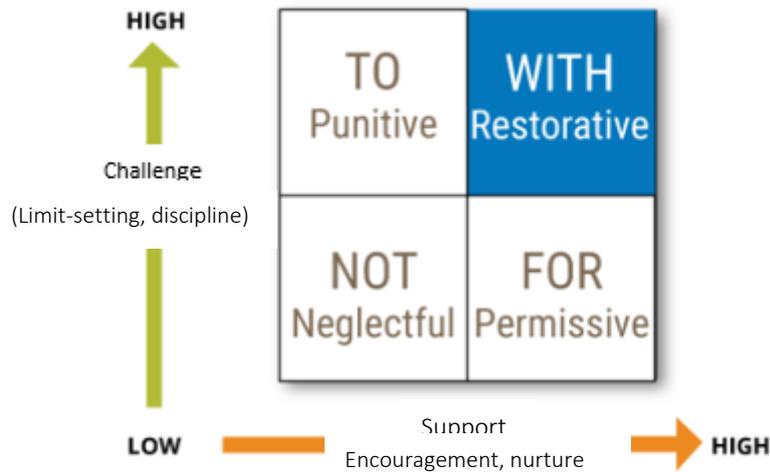
- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships: establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff,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



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There are four key elements of Restorative Practice. These are:

- **Social Discipline Window** - working *'WITH'*, offering support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. [Doing *'TO'* is punitive, *'NOT'* doing is neglectful and doing *'FOR'* (bribing) is permissive].
- Staff should always, within their professional conduct, be positive and respectful role models to their pupils.



FAIR PROCESS

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

Needs to done as soon as possible

1. To respond to challenging behaviour:
 - Valuing the person e.g., starting with a name
 - 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?

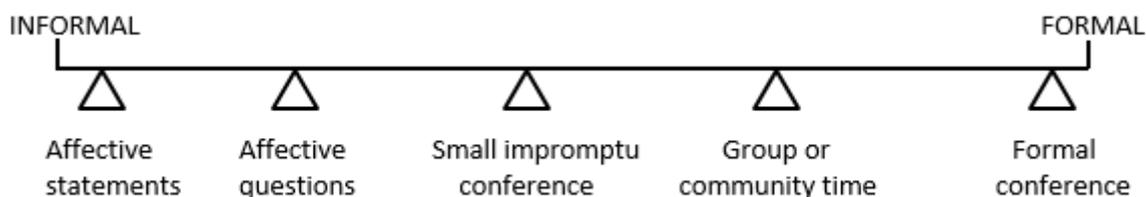
FREE EXPRESSION OF EMOTIONS

We endeavour to provide as many opportunities for pupils to express their feelings in a structured, calm environment; creating a greater understanding of each other's emotions and behaviour, and an insight into each other's lives for both pupils and adults. This can take many forms such as:

- 'Meet and Greet' at the start of the day, start of a lesson ...
- As part of a personal support plan initiative
- 'Community Time' – 3 structured times in the school week: 'Check in' – 'Check up' – 'Check out'

RESTORATIVE PRACTICE CONTINUUM

At Alameda Middle School, we believe it is best to do things WITH PEOPLE. We endeavour to use a fair process, and our professional judgement when responding to challenging behaviour, this involves building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.



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Much of the work carried out to address challenging behaviour will be achieved by working within the informal end of the spectrum, thus building positive relationships, **seeking to understand before being understood**. This involves discussing the situation with all involved, knowing why things happened, how people are feeling so everyone has an **understanding**, before deciding how this can be made right with the community, and the outcome is **understood**.

CORE PRACTICES:

Community Building (Community Time): Build Connection and Belonging

A structured opportunity for children to develop:

- A strong sense of belonging to their school, class and group.
- Connection to each other and the values the school community promotes. [information on our school values can be found on our website <http://www.alamedamiddleschool.org.uk>]
- A sense of value as a member of their class, mentor and network groups.
- Mentor groups will meet on Mondays and Fridays

How:

- Regular community time involving all children and staff involved with a class or group.
- Go-arounds create opportunities for learning about, and appreciation of others.

Restorative Dialogue

Adult language and practice provides the opportunities for the community to:

- Learn about the effects of their wrongdoing, harm or inappropriate behaviour.
- Take responsibility for making amends to those they have harmed.
- Repair and restore the relationship with those harmed and the school community.

How

- **Informal Reflective Dialogue** - Adults provide feedback, in order for individuals to reflect on the effect of their action, and can enter further dialogue to create learning and take responsibility.
- **Restorative Conversation** – A more structured learning context that helps individuals learn about others, and about the effects of wrongdoing, with an opportunity to make things right.
- **Restorative Meeting** –A more formal context where all participants have taken responsibility for what happened, been prepared and agreed to participate in order to restore relationships and move forward.



SUPPORT SYSTEMS

The most important form of support is in the daily teaching and guidance given to pupils in everyday activities at Alameda. Pupils learn by example and need to see good practice modelled around them. The culture of praise for effort and positive behaviour discourages poor behaviour. We as a school will continually look for strategies to support and promote motivation, resilience, self-esteem and positive behaviour and values.

Early identification of behavioural problems by any individual will be noted through the consistent use of the behaviour management system; regular pastoral team reviews will identify pupils at risk. The first course of action will be to involve parents, to determine if an external factor may have led to the behaviour. Involving parents at an early stage will ensure effective intervention.

Individual pupil support

Alameda will:

- Work as a team with parents and child to establish a common approach to ensure positive behaviour
- Closely monitor behaviour through recording systems
- Using the **restorative practice approach**:
 - Provide daily pastoral tutor support on a one-to-one basis
 - Allocate a Learning Mentor to develop strategies to support the pupil (YL, SL)
- Set achievable targets monitored through a daily report system
- Prepare an individual support plan (YL, DHT, SENDCO, Pastoral support team)
- Involve external agencies through the referral system.

Staff support

- Through the relevant personnel (SL, YL, PSCO/LM, SENDCO, DHT)
- Responsibility lies with all staff to motivate and promote a positive attitude and manage behavioural issues.
- Staff are encouraged to identify issues at an early stage and at the earliest opportunity allow the pupil(s) to reflect on their behaviour and find agreed strategies to adopt, thus helping pupils to learn boundaries with dignity
- Sharing of approaches/strategies that are having a positive effect
- Implementing a common and consistent approach to basic class management
- Coaching/mentoring to support colleagues
- Opportunities are made available for peer observations and feedback
- Whole school/group INSET.



General rules (non- negotiables)

- Create a stimulating and tidy working environment
- Pupils met at the door and welcomed to the lesson
- Model and communicate in a positive manner, using the school values
- Have a starter activity ready to go relating to the lesson that they can do as they arrive
- Carefully consider seating plans, layout of the learning space
- Plan work that is purposeful, interesting and challenging to all abilities
- Calmly dismiss the class, adding positive comments as they leave.

REWARDS

All staff and pupils have a responsibility to each other and the school in ensuring the expected high standards are achieved and maintained. Pupils thrive on positive recognition and encouragement, **identifying what the praise is for; we aim to celebrate all forms of success, thus promoting effective learning and well-being.**

The most common and frequent reward given to pupils is praise, informal and formal, public and private and for individuals and groups.

Other forms of rewards include:

- Positive behaviour points on SIMs leading to a reward
- Whole school, year and class assemblies
- Celebration assemblies
- Notes home in pupil planner
- Positive emails
- Telephone calls
- A 'Wow' award for modelling quality work
- Merit points resulting in certificates/badges/mufti days/early lunch passes
- Effort and achievement certificates
- Mention in the school newsletter
- Posting on the Alameda Facebook page or Twitter page
- Mention in the weekly year group success slide
- Conducting tours of the school with interview candidates or potential new pupils and accompanying adult(s)
- Being an elected member of the school council
- Subject praise postcards
- Values voucher
- Values postcard



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SANCTIONS

The pupils at Alameda are going through the transition of child to young adult; we are committed to supporting them by instilling values and life skills. Pupils will not always get it right and sanctions are in place with a clear structure to be followed, ensuring consistency, enabling all behavioural incidents to be monitored, analysed and appropriate actions to be taken, [see appendices 1a, 1b, and 1c].

Any sanction applied must be appropriate to the incident. When applying sanctions staff are expected to:

- Follow the agreed practice, looking to connect before correcting
- Listen to what the child has to say
- Apply sanctions consistently and fairly
- **Avoid confrontation and arguments**; it may be necessary to give the child some 'take up' time to be in a calm and responsive state, which could vary subject to incident and those involved, before discussing the incident and take time before deciding on the appropriate action
- Make it clear it is the **behaviour and not the child** that is being sanctioned
- Follow the restorative practice approach and behaviour management style that avoids early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour.
- **Avoid whole group sanctions**
- Take account of **individual circumstances** before applying the sanction
- **Always help the pupil to reflect on the effect their behaviour is having on themselves and others, looking for ways to repair and make things right with the community.**

STEPPED DISCIPLINARY PROCEDURE USING RESTORATIVE AND REFLECTIVE INTERVENTION

<p>YELLOW Minor Behaviour Incident (see Appendix 1a for specific details)</p>	<p>Adult to engage in restorative language Value (use name...) Observe Facts (when I saw/heard ...) Feel (I am concerned ...) Explanatory clause (because ...) Request action AND (AND I would like you ...)</p>	<p>Adult involved to RECORD ON SIMS within 24 hours <u>Adult to record in planner</u> Tutor to monitor notes in planners AND CALL HOME if a pattern is emerging</p>
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RED	Adult to meet with pupil as soon as possible	Adult involved to
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serious behaviour issue (see Appendix 1a for specific details)	Listen to what pupil has to say and get their perspective, refocus the conversation if can... <i>Young person</i> 'It wasn't me' 'But they were doing the same' 'You are not being fair' Adult to have a dialogue to rebuild a positive relationship	Adult I hear what you are saying...' I understand...' 'Yes, I may appear unfair, but...' RECORD ON SIMS by the end of the day inform tutor and Year leader, subject leader and SENDCO Adult to call home by the end of the day
BLUE Major breach of expectations (see Appendix 1a for specific details)	Person on 'Call out' tries to restore the situation and get the pupil back in the lesson and focussed on the learning where possible, this may mean 'Call out' person staying in lesson. (Class teacher to call home) . If removed from lesson... <ul style="list-style-type: none"> - Teacher (can ask for support from YL, SL, RP leader) to conduct restorative meeting with pupil and, where necessary, between pupils to resolve conflict, avoid further incidents and build positive relationships. - Teacher to discuss with T/SL/YL/SLT/SENDCO/LM. This could result in: <ul style="list-style-type: none"> • Break/lunchtime performing community service • After school reflection – arranged with home • Internal exclusion for specified time • External exclusion for specified time 	Class teacher to RECORD ON SIMS by the end of the day Teacher requesting the 'call out' to call home by the end of the day and add any further information on SIMs – inform tutor and Year leader and SENDCO

TUTOR CALL HOME	3 notes relating to behaviour appear in planner/Edulink/SIMs
SUBJECT LEADER CALL HOME	3 notes relating to behaviour for specific subject appear in planner/Edulink/SIMs
MEETING WITH PARENT/CARER	2 more notes appear after the above has taken place
YEAR LEADER INTERVENTION – CALL HOME	Behaviour continues to accumulate after above taken place
YEAR LEADER MEET PARENT/CARER	Behaviour continues to accumulate after above taken place

Pupils may need more regular and structured support. A pupil may be placed on a report, e.g. tutor, subject leader, year leader or SLT report, to help focus their learning and behaviour. A designated person, regularly reflecting on the agreed targets, monitors this.

Unfortunately, some pupils' behaviour may result in internal isolations or fixed term exclusions. Extended restorative conversations will be part of the reintegration process.



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There may be occasions when outside agencies, EHA, TAC, and/or a PSP, are put in place to help create a positive outcome.

To exclude a pupil from school attendance is not just to be seen to be for the benefit of the pupil in question, but for the sake of the safety and education of other pupils. Few single acts would lead to exclusion from school – it is more likely to be a step reached after all other disciplinary strategies had been applied. However, pupils who refuse to co-operate after the full range of sanctions and counselling have been applied must be made to realise that membership of the school community involves them in meeting our expectations. Meeting(s) with all stakeholders, namely, pupil, parent/carer, school and any outside agencies will decide the best course of action, which may be a managed move to another school.

Permanent Exclusions are very rare and are only applied when all strategies have been exhausted, and are subject to appeal. The risk of permanent exclusion will have been discussed in a meeting with the Headteacher and follow school and county protocol.

Governors will be informed of all internal isolations, fixed term exclusions and permanent exclusions, via the HT Report.

BEHAVIOUR DURING BREAK OR LUNCH TIMES

We recognise that some pupils can find these ‘unstructured’ times very difficult. At Alameda, we offer a wide variety of lunchtime clubs, some of which are available to all and others that are specifically designed to support identified pupils.

Before school, after school and during break and lunchtimes, Alameda staff supervise areas around the school. We do not operate a ‘detention’ room, but prefer to operate the restorative practice approach, talking with pupils at the time of any incident, restoring calm, reflecting on what has happened and finding ways to make the situation right with the community.

If necessary, a record is made on SIMs, **the form teacher and where necessary the Year Leader will be informed and further consequences or support will be administered in line with this policy.**



BEHAVIOUR OUTSIDE SCHOOL

Pupils' behaviour outside school on school business e.g. on school trips, at sports fixtures, is subject to this policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

For behaviour outside the school, not on school business, the Headteacher may exclude a pupil, or enforce disciplinary action as mentioned in this policy, if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if deemed to be damaging to the reputation of the school.

UNIFORM

It is important that pupils wear their uniform correctly – i.e. tie, tied appropriately to conceal the top button of the shirt, skirts knee length, both in and outside of school.

Uniform requirements are on the school website and in pupil planners. Pupils should be taught to take pride in their appearance and in all their work. There is evidence showing that where uniform is enforced pupils have higher levels of achievement.

PARENTS

Parents have an important part to play in securing the appropriate behaviour of their child at school. **Close working relationships between school staff and parents are essential in providing effective solutions to difficult problems.** It is the responsibility of school to provide an orderly and structured environment with a positive ethos, where pupils can feel safe, without fear of threat or harm from others; it is parents' responsibility to respect this policy and support the school in providing and promoting this ethos.

BULLYING

Please refer to the 'Anti-bullying' policy

LATE ARRIVALS

Please refer to the 'Attendance policy'



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USE OF MOBILE PHONES

Please refer to the 'Mobile Phone' policy

ACRONYMS

DHT Deputy Headteacher **HT** Headteacher **EHA** Early Help Assessment **PSP** Personal Support Plan

PSCO/LM Pastoral Support Co-ordinator/Learning Mentor **SENDCO** Special Educational Needs Disability Co-ordinator

SL Subject Leader **TAC** Team Around the Child Meeting **YL** Year leader



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APPENDIX 1A

Alameda Restorative Practice Policy: Appendix 1a Behaviour Protocols for in class incidents			
<i>Responsibility and Accountability is Created in Dialogue: Seeking to understand before wanting to be understood.</i>			
REMINDER First Concern Reminder of	YELLOW Minor Behaviour Incident	RED More serious behaviour issue	BLUE Major breach of expectations
Restorative practice method of exchange pattern : OBSERVATION – FEELINGS – EXPLAIN – REQUEST to create a teachable moment.			
* Should be non-threatening * Without asking, try to ascertain why something has happened * Use collaborative response by asking if help is needed, or saying I need you to get back on task.	* Restate the request as a 1:1 * make it clear they are on 'Yellow' and will be recorded on SIMs * Adult to demonstrate calm body language * Adult to use a calm even tone * Adult model desired behaviour	* Restate the request as a 1:1 * Make it clear they are on 'Red' and will be recorded on SIMs * Adult to be attentive and look for the first opportunity to praise positive behaviour * Adult demonstrate calmness in body language and voice	* Restate the request as a 1:1 * make it clear they are on 'Blue' and will be recorded on SIMs * Adult to have a dialogue to rebuild a positive relationship through using school values. Use phrases 'what...' 'when...' 'how...' at the first opportunity but no later than 24hrs
Lack of equipment	Repeatedly unprepared for learning (planner/equipment)		
Uniform/presentation infringement	Persistent uniform/presentation infringement		
No Homework (to complete by next day)	No homework after 24hrs grace, given break time detention with teacher		
littering/eating where not allowed	Second incident caught same day as warning given		
Late to lesson without valid reason	Late to lesson twice consecutively without reasonable cause	Persistently late to lesson without reasonable cause	Truanting
Talking when should be listening/working in silence	Persistent talking in class after warning	Answering back/rudeness to adults	Swearing/threatening behaviour towards adults
Off task	Insufficient work/effort after reminder	Continued lack of work/effort after 'yellow' given. Opportunity given to do the work	Defiant refusal to work
Distracting others	Repeatedly distracting others after warning	Provoking behaviour that could cause an incident	High level of disruption affecting the learning of others
Disrupting the learning (low level)	Persistent low level disruption and not complying with adult's request	More serious or continued disruptive behaviour (resulting in the prevention of learning by self or others)	High level of disruption affecting the safety of others
Unkind towards peers	Provoking behaviour that could cause an incident	Swearing/threatening behaviour towards peers	Offensive or defamatory language or behaviour, racist comment, fighting
Not following adult instructions	Defiance	Persistent refusal to comply with request from adult	Aggressive defiance. Other serious issues eg theft, deliberate vandalism, violent behaviour, possession of banned items



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APPENDIX 1B

Alameda Restorative Practice Policy: Appendix 1b Staff support information																
Responsibility and Accountability is Created in Dialogue: Seeking to understand before wanting to be understood.																
Restorative practice method of exchange pattern : OBSERVATION – FEELINGS – EXPLAIN – REQUEST to create a teachable moment.																
YELLOW Minor Behaviour Incident	Record on SIMs actioned by adult issuing the Yellow within 24hrs - one behaviour point	Adult to address the concern and engage in restorative language , using the school values - do not ask 'why' but use 'what...', 'how...' 'when...'. If it is deemed necessary the teacher will issue and manage any appropriate measures to prevent further recurrence or escalation														
RED More serious behaviour issue	Record on SIMs actioned by adult issuing the Red by the end of the day - two behaviour points	<p>Adult to meet with the pupil as soon as is possible and listen to what the pupil has to say, to get their perspective on the situation. Refocus the conversation if you can:</p> <table border="0"> <tr> <td>Young person</td> <td>Adult</td> </tr> <tr> <td>'It wasn't me'</td> <td>'I hear what you are saying...'</td> </tr> <tr> <td>'But they were doing the same'</td> <td>'I understand...'</td> </tr> <tr> <td>'I'm going to report you/sue you'</td> <td>'Maybe you were... and yet...'</td> </tr> <tr> <td>'You are not being fair'</td> <td>'Yes I may appear unfair but...'</td> </tr> <tr> <td>'It's boring'</td> <td>'Yes you may think it is boring... yet...'</td> </tr> <tr> <td>'You are annoying'</td> <td>'That could be true, however what I need you to...'</td> </tr> </table> <p>Adult to have a dialogue to rebuild a positive relationship through using school values. Use phrases 'what...' 'when...' 'how...' at the first opportunity but no later than 24hrs. The teacher to manage the consequence.</p> <p>Adult to call home.</p>	Young person	Adult	'It wasn't me'	'I hear what you are saying...'	'But they were doing the same'	'I understand...'	'I'm going to report you/sue you'	'Maybe you were... and yet...'	'You are not being fair'	'Yes I may appear unfair but...'	'It's boring'	'Yes you may think it is boring... yet...'	'You are annoying'	'That could be true, however what I need you to...'
Young person	Adult															
'It wasn't me'	'I hear what you are saying...'															
'But they were doing the same'	'I understand...'															
'I'm going to report you/sue you'	'Maybe you were... and yet...'															
'You are not being fair'	'Yes I may appear unfair but...'															
'It's boring'	'Yes you may think it is boring... yet...'															
'You are annoying'	'That could be true, however what I need you to...'															
BLUE Major breach of expectations	Record on SIMs actioned by adult issuing the Blue by the end of the day - three behaviour points	<p>If it is a cumulative Blue mark, where there has been no call out, it should follow the same pattern as for a Red mark.</p> <p>Adult to call home.</p>														
BLUE + Call out	Record on SIMs actioned by adult conducting the Call Out by the end of the day	<p>Person on 'Call Out' tries to restore the situation and get the pupil back in the lesson and focussed on the learning where possible. This may mean the 'Call Out' person staying in the lesson until the pupil is engaged in the learning. ClassTeacher to call home.</p> <p>If there is a serious incident resulting in the removal of a pupil, or the pupil is unable to return to the lesson, then the person performing the 'Call Out' will consult SLT/YL/SENDCO/LM regarding next steps, which could be an after school detention or internal or external exclusion. The teacher is to complete a record of the incident on SIMs, 'Call Out' person to record any additional information on SIMs</p> <p><i>Whenever possible, an opportunity should be provided for the pupil to discuss their behaviour with the member of staff/and or 'Call Out' person to avoid escalation. This should include reflection on the pupil's behaviour and an agreement on their future actions. Restorative meetings between a member of staff and pupil, or between pupils is often completed to resolve any conflict or further incidents.</i></p>														



APPENDIX 1C

Alameda Behaviour and Motivation policy: Appendix 1c Notes for staff Responsibility and Accountability is Created in Dialogue: Seeking to understand before wanting to be understood.	
Restorative practice method of exchange pattern : OBSERVATION – FEELINGS – EXPLAIN – REQUEST to create a teachable moment.	
It is important to establish our classroom behaviour at the start of the year, with visual reminders round the school for sanctions and rewards. As our pupils make the transition from child to young adult, they will make honest mistakes , but should be calmly reminded that integrity is deeply valued and of the need to follow our expectations. The structure is not necessarily a linear route to the top section, but allows for professional judgement of the adult. At any time the opportunity is available to take appropriate supporting measures to reduce the risk of escalation.	
When a Yellow Mark has been issued it is the responsibility of the adult to address the concern and engage in a restorative dialogue . If necessary any appropriate measures eg, seating plan, extra help, staying behind to complete work/improve the work will be managed by the adult. Adult to address the concern and engage in restorative language, using the school values - do not ask 'why' but use 'what...', 'how...' 'when...'. If it is deemed necessary the teacher will issue and manage any appropriate measures to prevent further recurrence or escalation.	
When a Red Mark is issued it is the responsibility of the adult to use their professional judgement when deciding the consequence. The consequence should be carried out the same day or may be the next, if the incident took place in the afternoon . Possible consequences for infringement resulting in a Red Mark are listed below to assist with consistency of approach:	
Persistently late to lesson without reasonable cause	Adult to meet with the pupil as soon as is possible and listen to what the pupil has to say, to get their perspective on the situation. Refocus the conversation if you can to get the pupil to reflect on the situation, using the school values as a guide eg What could you have done differently? Was what you said/did kind? What could you have said? etc.. Red Mark recorded on SIMs and full details added by issuing member of staff. Pupils may be asked to catch up/improve work.
Answering back/rudeness to adults	
Continued lack of work/effort after 'yellow' given. Opportunity given to do the work	
Provoking behaviour that could cause an incident	
More serious or continued disruptive behaviour (resulting in the prevention of learning by self or others)	
Swearing/threatening behaviour towards peers	
Persistent refusal to comply with request from adult	Red Mark recorded on SIMs and full details added by issuing member of staff. Pupil must do some form of community service : litter picking, emptying recycle bins, helping in the dining hall, cleaning areas they were responsible for damaging/dirtying. If necessary, they pay for the damage caused.

