

Restorative Practice Relationships and Behaviour Policy

Introduction

At Kingsway Community Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors, parents, the wider community and the children, all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and individuals are expected to respect others, their families, cultures and beliefs.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other; taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour can affect and impact on others. Pupils are supported to identify ways they can put right the harm they have caused. At Kingsway Community Primary School we strive to help pupils become empathic, considerate people who have the skills to avoid and resolve problems independently.

Aims:

- ❖ To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline establishes clear expectations of all members of the school community.
- ❖ Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and co-operatively.
- ❖ By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- ❖ To establish a partnership approach which draws on all those involved with the school.
- ❖ To provide systems which promote positive behaviour and which support all members of the school community.
- ❖ To recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- ❖ To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and taking the time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Positive Behaviours

Our pupils and staff are considerate of each other and their surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We aim to reinforce positive behaviour by:

- ❖ making positive remarks about everyday acts of consideration,
- ❖ encouraging older children to look after younger ones,
- ❖ devoting teaching time to issues of mutual respect,
- ❖ developing good role models and giving these a high profile throughout the school.

Strategies that may be used to promote good behaviour:

- ❖ Verbal reminders that are anonymous (e.g. 'We are just waiting for 3 children to...').
- ❖ Positive praise for children who are displaying behaviour looked for (e.g. 'Well done X and X. I can see you are.....').
- ❖ Ensure that a stated course of action is followed up.
- ❖ Keeping tone of voice low when addressing misbehaviour
- ❖ Helping the child to 'save face' in front of others to avoid escalation of poor behaviour.
- ❖ Time out (5 minutes to think about behaviour) and then opportunity to make amends.
- ❖ Stickers

- ❖ Merits
- ❖ Drawing good behaviour to the attention of parents
- ❖ Whole class rewards
- ❖ Well Done assemblies
- ❖ Head Teacher's awards

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, by undertaking a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy by:

- ❖ As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- ❖ Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- ❖ Reading records are used to send messages home or into school.
- ❖ The Parents' Consultations Evenings also provides a forum for discussion.
- ❖ Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school
- ❖ Assemblies celebrating behaviour and achievements
- ❖ Certificates and stickers that children take home

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

- ❖ humiliation - it breeds resentment.
- ❖ shouting - it diminishes us.
- ❖ over reacting - the problem will grow.
- ❖ blanket punishment - this is unjust towards the innocent.
- ❖ harsh sarcasm.
- ❖ using an area of the curriculum as a punishment.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- ❖ Class Ambassadors
- ❖ Membership of the School Council;
- ❖ Playground leaders;
- ❖ Classroom and school wide monitor jobs;

The Restorative Approach - Building a positive community including rules and high expectations.

The ethos of the school underpins all rules relating to behaviour within the school. At Kingsway Community Primary School, our values are:

Knowledge
Inspire
Nurture
Goals
Support
Work together
Achieve
You are valued!

Children need to know and help set the class rules. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. Expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year. The class will develop their own class rules for learning, circles and behaviour. The agreed rules are on display in the classrooms.

Children are therefore encouraged to take responsibility for their own actions and behaviour as well as to consider the impact of their actions and behaviour on others. For consistency and clarity, the 'Good to be Green' Behaviour System is used throughout the school. The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, which allows our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management always- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has not made the right choices, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing.

If, during the day, in lessons, or at break times, a child must be warned of inappropriate behaviour, or has broken a school rule, then a Yellow Warning Card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is

already

on a Yellow Warning Card, and they must be told again of inappropriate behaviour, then there are consequences. A yellow card would equate, for example, to 5 minutes off playtime (mainly for Level 1 and 2 behaviours- see table below).

Sometimes, just the thought of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed. Persistent Level 2/ level 3 behaviour (see table below) would equate to a red card which would then have a consequence of loss of playtime or lunchtime. Persistent Level 3 or Level 4 behaviour could result in a temporary/ permanent exclusion. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified.

Appendix I shows an overview of the kinds of behavior that would warrant different levels of consequences within the policy.

What are our expectations for pupil and adult conduct?

We are proud we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Assemblies

Staff and children are expected to enter and leave the hall silently and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly, and wish to issue instructions to children in assembly should usually do this using signs rather than speech, and should lead their class in and out of assembly from the front of the line.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

At Kingsway Community Primary School, we do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Headteacher and the Deputy Headteacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if they have any issues. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the Senior Leadership Team member for further investigation.

School uniform

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office. All members of staff are expected to enforce rules on school uniform and challenge children who flout these rules.

The Restorative Approach - Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not 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 and feel about that? 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. 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 with each other and with the school community? 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. The children can refer to the behaviour ladders to consider how they can make appropriate changes with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



The Restorative Approach and use of consequences

When using consequences at Kingsway Community Primary School, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. Each class and communal area have a clear display of the process of consequences, so that it may be referred to as part of a restorative discussion. We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

Implementation of the Restorative Approach - Practicalities

At Kingsway Community Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources and lessons at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Bullying

Bullying is intentionally causing physical and emotional harm to others and is usually repetitive and systematic. It may include physical or verbal abuse or assault, and may include deliberate exclusion of another or emotional and subversive intimidation. Bullying can be against pupils or adults. The school takes bullying very seriously and will respond assertively to any such behaviour. Bullying is one form of unacceptable behaviour which adversely affects the development and learning of both the bullied child and the bully. If bullying is detected it will be dealt within the agreed procedures and encouragement of good behaviour. Where necessary either child's parents will be involved.

Harassment

No level of racial, sexual or other harassment will be tolerated. Any such incidences will be referred directly to the Head teacher, who will record the incident. All pupils involved will be interviewed, and parents informed.

Support for staff

It is recognised that dealing with behaviour difficulties can be stressful for staff and it is not always easy to ask for help. We believe that dealing with difficult behaviour is the collective responsibility of all staff in the school not just the teachers immediately concerned with a child, and we expect staff to be supported by the parents. Where poor behaviour is difficult to manage in the classroom or playground situation, the Head teacher will become involved. This may mean referring the child directly, or providing support and advice for the staff involved.

Restrictive Physical Intervention

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases the adults dealing with the issue may choose to implement consequences that could range from, loss of privileges to reporting to the Deputy Headteacher or Headteacher for a temporary internal/external exclusion and involving external agencies for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair harm caused.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- ❖ Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- ❖ Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- ❖ Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Curriculum Support

We aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation.

Personal, Social, Health, Citizenship and Economic education (PSHCEe) lessons, Circle Time, school assemblies, out-of school visits and after school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete PSHCEe lessons are taught on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

Appendix I

Levels of Unacceptable Behaviour & Sanctions

To try and ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children have agreed the following guidelines: These apply to behaviour always- in class, around the school and at playtime.

Level 1	Range of Possible Sanctions
<ul style="list-style-type: none">• Out of seat• Rocking on seat• Calling out• Not listening/ paying attention• Pushing, shoving in line• Running indoors• In wrong place• Not working• Not clearing up	<ul style="list-style-type: none">• Informal gesture: eye contact, frown, gesture.• Moving the child to a different seat.• A private reminder about the behaviour we wish to see- inviting them to make the right choice.• Repetition of task/ completion of work in own time.
Persistent Level 1 & Level 2	Range of Possible Sanctions
<ul style="list-style-type: none">• Distracts others• Throws small objects to distract - not to hurt• Inappropriate physical contact, e.g. poking, flicking, pulling hair,• Complains or mutters disruptively/persistently• Talking at an inappropriate time, or asking inappropriate questions to disrupt• Hides work or resources• Interferes with other's property• Minor deliberate damage (pencils)• Leaves the room without permission• Lies (older pupils)• Telling lies to get others into trouble• Persistent rough play	<ul style="list-style-type: none">• 5 minutes off playtime or lunch time.• Sent to HT• Missing whole/ part of a break time or lunchtime (write letter of apology)• Recorded in behaviour log

Persistent Level 2 & Level 3	Range of Possible Sanctions
<ul style="list-style-type: none"> • Encourages others to misbehave • Uses obscene words to offend • Causes hurt intentionally • Verbal abuse of adults • Answering back or constantly questioning adult's decision or request • Refuses to obey instruction • Destroys own work • Destroys others' work • Insulting, name calling including racist and homophobic language • Petty theft • Damage to property or equipment (including play equipment). • Threatens violence • Bullying • Stealing 	<ul style="list-style-type: none"> • Parents informed-meeting with Class teacher to discuss • Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in. • Sent to HT • Recorded in behaviour log • Child put monitored for a period of time • Loss of whole of Playtime or Lunchtime • Follow up letter sent home to parents. • Child uses 'time' to try to make amends e.g. repairing property; re-doing work; apology • Temporary exclusion or • Lunchtime exclusion
Persistent Level 3 & Level 4	Range of Possible Sanctions
<ul style="list-style-type: none"> • Physical or violent assault causing injury • Sexualised behaviour or assault • Serious damage to property (e.g. vandalism) • Persistent Bullying including homophobic, racist threats and abuse 	<ul style="list-style-type: none"> • Meeting with parents/and HT with follow up letter home • Temporary exclusion • Lunchtime exclusion • Permanent exclusion

Happy Break times at Kingsway Community Primary School

1. Be kind and polite to everyone, adults and children alike.
2. Run when and where it is safe to do so and be aware of others around you.
3. Take care of the playtime equipment and only use it on the top playground.
4. Make sure that you're dressed sensibly for the weather.
5. Football can be played on your football day only, in the designated area.
6. Make sure that the quiet area is a peaceful place.
7. Play in safe areas where you can be seen. Don't go into muddy or coned-off areas, behind sheds and walls, or inside without supervision.
8. If you're not sure, ask an adult

