



## ST MARY'S CE(A) FIRST SCHOOL RESTORATIVE PRACTICE & BEHAVIOUR POLICY

### Vision

We believe that the story of the Good Samaritan underpins our teaching and learning, providing the children with our school vision that kindness, care, thoughtfulness, love and respect are paramount for becoming resilient and successful adults. We actively promote positive and respectful behaviour which has compassion and forgiveness running through it and reflects the vision and ethos of our school.

We are proud of our school and we believe that working with our children, families and wider school community using restorative practices, we will:

- provide inspirational education in a nurturing environment where all children can learn and let others learn.
- treat each other with genuine respect, kindness and care for our school and everything in it.
- raise self image and self esteem by the use of positive verbal and non-verbal communication.
- provide a safe and secure environment for all.
- promote an environment where every child feels love and respect from adults and each other.

### Aims

- To ensure that St Mary's high expectations of behaviour are clearly and consistently communicated and modelled by all stakeholders.
- To ensure that children who uphold and maintain the high expectations of behaviour in our school are consistently acknowledged and rewarded.
- To ensure that challenging behaviours and conflict are dealt with restoratively and that everyone is held accountable for their behaviour.
- To continue to strengthen our school community by ensuring that all stakeholders (staff, children, families, governors, community) promote our school vision.
- To actively engage in our shared ethos that promotes positive interactions and relationships.
- To enable all stakeholders to consider themselves a member of our school community and recognise the part they play and the responsibility they have in making St Mary's a happy place for everyone.

### Objectives

The objective of this policy is to outline the framework for the behaviour, attitudes, responsibilities and values expected of our whole school community and is underpinned by a Restorative Practice approach:

- building and strengthening community by promoting positive interactions and relationships.
- managing conflict by supporting individuals in taking responsibility for their actions.
- empathising with others, repairing and strengthening relationships at all levels.
- empowering children and staff to be the best they can be.

### Roles & Responsibilities

#### All Staff

All staff are expected to be positive role models at all times, as outlined in the Teachers' Standards. All staff should ensure that they:

- \* engage fully in restorative practice techniques and use pre-emptive restorative strategies before following the Reflective Pathway.
- \* reflect on their own handling and management of a situation and ensure restorative conversations take place.
- \* use the restorative language and conversation consistently, in all situations.
- \* use Teacher Talk Time to promote conversations about maintaining positive behaviour, using affective sentence stems.
- \* use Consequence Cards to help children to know and understand the consequences of their actions. Children will discuss their actions/consequences with the Head Teacher and consequence cards will be shared with parents.
- \* share incidents which have required the Reflective Pathway, with a member of the senior leadership team.
- \* use CPoms to log serious behaviour incidents and concerns, which are requiring specific strategies and a reflective pathway.

*Some staff will work directly with individual children in a supportive and restorative capacity to help them to reflect on the causes and consequences of their behaviour. They will help them to turn their behaviour around or prevent it escalating to a crisis point.*

### **Head Teacher**

It is the responsibility of the Head Teacher to:

- \* communicate incidents which have required the Reflective Pathway, with parents and carers.
- \* ensure actions and consequences are recorded on CPoms and patterns of behaviour are explored.
- \* ensure this policy and practice is implemented effectively by all staff and to monitor effectiveness across school.
- \* promote good communication with the SENCo to ensure that the needs of any children experiencing social and emotional difficulties are effectively met.
- \* provide regular opportunities for professional conversations between staff about behaviour and behaviour strategies.
- \* discuss any issues or matters concerning individual children and liaising with parents/carers when necessary.
- \* ensure school is a calm, safe and supportive environment for all children and staff by making appropriate decisions regarding fixed suspension or exclusion. A fixed term suspension is used as a clear signal that unacceptable behaviour will not be tolerated. The decision to exclude a pupil permanently will be taken in response to a serious or persistent breach of this policy or when allowing a pupil in school seriously harms the education and welfare of that pupil, and/or other children and staff.

*(In very extreme cases of inappropriate or dangerous behaviour, the Head Teacher may take the decision to suspend a child for a fixed term period or on a permanent basis. In such cases, a meeting with parents/carers will be necessary and the Chair of Governors will be informed. The school adheres to the Staffordshire Local Authority guidelines and procedures on fixed suspension and The Suspension and Permanent Exclusion guidance from Gov.uk*

### **Senior Leadership Team**

It is the responsibility of the senior leadership team to:

- \* ensure the staff members in their team fulfil their responsibilities in relation to behaviour management and restorative practice and model the behaviour management strategies to a standard they expect.
- \* support and mentor their staff to ensure that high standards of positive behaviour and restorative conversations are being met.

### **Parents & Carers**

In accepting a place for their child at St Mary's, parents and carers are expected to:

- \* support the school in the implementation of this policy and work with staff and their child to make sure that the child receives consistent messages about boundaries and acceptable behaviour.

### **Safeguarding**

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Staff are aware that any changes in a child's behaviour may be considered a safeguarding concern (eg a sign of possible abuse or neglect) and if staff are concerned, they must share the concern with the Designated Safeguarding Team and the concern logged on CPOMS.

#### **Behaviour Incidents**

St Mary's follows procedures to log, track and monitor all incidents affecting a child's wellbeing. CPOMS is a system which is monitored by the Designated Safeguarding Team, Head Teacher and SENCo. It is a secure platform used to record concerns, actions and impact, pertaining to the welfare of individual children. Chronology of incidents and related actions can be shared with relevant staff and patterns of behaviour can be seen and discussed with parents/carers.

#### **Anti-Bullying**

St Mary's takes incidents of bullying seriously and the process and procedure for dealing with incidents of bullying can be found in the Anti-Bullying policy. Staff will deal with these incidents in a restorative way with those causing harm and those who have been harmed. They will support them to take responsibility for their actions and make amends to those harmed.

### **Restorative Practice**

#### **Definition**

Restorative Practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

## Principles

### The Social Discipline Window

At St Mary's, we aim to work within the "WITH" box - providing nurture and support alongside clear boundaries and expectations of behaviour. All adults in school are expected to be positive and respectful role models to the children.

<b>TO</b> punitive, blaming, stigmatising, authoritarian, confrontation (children feel threatened, anxious and become hypervigilant)	<b>WITH</b> cooperating, collaborating, taking responsibility, being accountable (children feel connected to community, accountable, reflective, attuned to others, more relaxed)
<b>NOT</b> neglectful, ignoring, uncaring (children feel distressed, unable to pay attention, defensive, neglected and give up)	<b>FOR</b> permissive, rescuing, excusing, reasoning, inconsistent, blurred boundaries (children feel positive reinforcement for negative behaviours)

*"Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them."*

- Ted Wachtel (founder of restorative practice)

### 1. Affective Statements/Sentence Stems

Affective statements are a way to communicate to another person how they have *affected* others by their behaviour, either positively or negatively. Staff will use them consistently.

#### Affective Statements:

*"When you shout out across the classroom, I Feel that it isn't helpful for anyone's learning. So I am pleased you made a good choice to use your quiet voice or put your hand up."*

*"When you keep trying hard to answer your maths questions by yourself, I Feel really proud of you. So keep going until you get to the end. Great work"*

#### Shorter versions:

*I am so proud to see/hear.....*

*I am so excited to see/hear.....*

*I am so appreciative of you/your.....*

*I am so grateful that/for.....*

*I am so thankful that/for.....*

*I am delighted to learn/see/hear/know.....*

*I am so please to see/hear/know.....*

*I am so impressed by.....*

*I am concerned about.....*

*I am worried about/by/to see/to hear that.....*

*I am so sorry that.....*

*I am feeling frustrated about/by/to see/to hear that.....*

*I am having a hard time understanding....*

*I am feeling cross about.....*

*I feel sad because I heard.....*

*I am feeling upset that.....*

*I am feeling distracted by.....*

*I am uncomfortable when I see/hear.....*

#### Sentence stems to promote whole class ownership of acceptable behaviour:

*"This is the (class name) way."*

*"Let's show the (class name) way and show me....."*

*"We don't do that in our class, we do this instead"*

*"Let's try it this way, and show the best of you"*

*"I won't move on until I have everybody ready"*

*"I will wait for 100% ready to...." (listen/track/focus/show attention)*

#### Sentence stems to promote learning and completion of work:

*"Let me show you how you can improve/change, so that you can make the right choices/get back on track."*

*"You showed my (yesterday) that you can do this, so now I expect it all of the time."*

*"I am expecting you to do this work, then next you will be able to....."*

*"I want you to do this now, if not, then this will happen" (consequence)*

*"I can see that you are struggling with this, let me remind you how to do it - then you can have a go on your own."*

*"I know you don't feel like you want to do this right now, but you will have to do it after the lesson. I know you will be able to make the right choice and do it now."*

*"In order to move forwards, I need you to....."*

*"I understand your frustration, but you need to ....."*

*"I am here to help, so that you can show the best of you and achieve your learning objective."*

## 2. Fair Process

When dealing with an incident or conflict situation, adults in school will deal with it in a fair and consistent way:

ENGAGEMENT	Refers to involving children in decisions that affect them by listening to their views and genuinely taking their opinions into account.
EXPLANATION	Requires taking care to explain the reasoning behind a decision to everyone who has been involved or who is affected by it. Everyone has a chance to give feedback.
EXPECTATION	Clarity involves making sure that everyone clearly understands a decision and what is expected of them in the future.

## 3. Restorative Questions



Restorative questions are a tool used to process an incident of wrongdoing or conflict. It is an opportunity to model the empathy and respect we want children to develop.

All adults use the same questions, so the strategy is consistent and fair across school.

## Restorative Practice - How does it work everyday?

All of the principles above, underpin the practical implementation of the restorative practice approach to behaviour management at St Mary's First School.

- \* All adults are expected to promote good behaviour by using rewards and affective language consistently - praising children and affirming the behaviours they want to see - both in the classroom and on the playground.
- \* They focus on positives, helping to clarify expectations and raise self esteem.
- \* To address potentially disruptive behaviour in the first instance, adults will use affective sentence stems to make clear what is unacceptable and what you would like the child to do instead. If the child responds positively to this, they are thanked and praised at the next opportunity. Staff will follow the 100% model to ensure consistency within their classroom and within school.
- \* Staff will use appropriate rewards, sanctions and pre-emptive strategies to support behaviour management.
- \* Staff will understand any antecedent triggers and will operate distraction strategies and supporting activities which will help children to manage their own behaviour.

## Rewards

**Rewards at St Mary's consist of many of the following:**

- \* verbal praise, smiles, thumbs up, applause
- \* recognised on the Recognition Board and as going "above and beyond" - gold sticker
- \* stickers, stars, smiley faces
- \* dojo points on class dojo for good work in the classroom and dojo points exchanged at the dojo shop each term
- \* Fantastic Friday club - children to be nominated for going above and beyond
- \* big cheers for positive class recognition - Pudsey award

**Each classroom has a display which shows:**

- \* class agreements
- \* recognition board
- \* above and beyond board

All children can move upwards throughout the day - to the recognition board, then 'above and beyond'. The aim is for children to be proud of their behaviour and to reach at least the recognition board on a daily basis. Children will have the opportunity to engage in restorative conversation to repair and rebuild, if needed.

## Sanctions

Whilst having high expectations of behaviour, we acknowledge that there will be times when some children demonstrate behaviour which is unacceptable. Through the consistent use of restorative practice strategies, we believe that most children will be able to modify any unacceptable behaviour if, we ourselves, are excellent role models, giving clear guidelines and boundaries, backed up by a fair and consistent system of rewards and sanctions that are underpinned by restorative philosophy.

Should there be any signs of inappropriate behaviour emerging in the classroom or on the playground, staff should use **pre-emptive strategies** to deter any escalation in the behaviour. eg:

- \* affective statements and sentence stems
- \* positive modelling
- \* proximity - Teacher Talk Time
- \* non verbal, understood signals
- \* verbal reminders of the class agreements/school ethos
- \* diversion/distraction - send with a 'note' to another teacher or to complete a 'job' for the teacher
- \* use of distraction boxes with activities
- \* appropriate adaptations for learning
- \* fair process discussion
- \* Consequence Cards

#### **Stepped guide to using sanctions:**





1. Quiet warning using the sentence stems/affective statements.
2. Teacher talk time (if no improvement)
3. Reflection time with HT/AHT during morning playtime (if no improvement). If an afternoon sanction is needed, this will take place as Reflection time with SENCo or HT)
4. Work catch up at the beginning of lunchtime with the teacher, if needed.

Sanctions will be same-day and reflect the nature of the unacceptable behaviour.

If unacceptable behaviours become a daily concern and consistent behaviour strategies are not working, then the Reflective Pathways will be followed. This will be discussed with HT/SENCo and a personalised plan will be made. Parents will be part of this discussion.


In order to minimise disruption to the learning of others, distraction strategies will be used to support the children with additional needs (SEMH). This is not a sanction, but an opportunity for specific children to self-regulate and behaviours to de-escalate, by using a box of ready prepared activities. These will be structured in the mornings to contain English/Maths games and activities, and sensory resources and more choice led activities in the afternoons. When learning is adapted to meet children's additional needs, it becomes more accessible to them - creating opportunities for them to maintain learning at their level, be independent and be more engaged within the classroom, which is less disruptive to their learning and the learning of others.

If these strategies do not affect a change in behaviour, staff will meet with the SENCo and children will then follow the **Reflective Pathway** - giving opportunities for the child to reflect on the impact of their behaviour and actions in a personalised stepped intervention and positive behaviour plan.

<b>Reflective Pathway</b>				
	<p>"When your behaviour is disrupting the lesson, I <b>feel</b> that I can't teach you and everyone else properly, so I would like you to think about how your actions have affected you and everybody else. You can use your focus box to help you get back on track."</p>	<p><b>self reflection</b></p>  <p>Let's Reflect</p>	<p>"You can think about how your behaviour has affected yourself, your friends and your teachers." "You can think about how you feel and the things you can do to make things better"</p>	<p>"Now that you are focused on your learning, you are making such good choices. I <b>feel</b> very pleased with you, so keep it up."</p>
	<p>"When you continue to disrupt everyone's learning, I <b>know</b> you are struggling to make the right choices, so you need to stop doing this behaviour and try to focus on the expectations in our class. I would like you to move to a quieter area and talk about how your actions have affected everybody. You can use your focus box to help you get back on track."</p>	<p><b>quiet reflection</b></p>  <p>I think I got it. I need to practice.</p>	<p>"You can have some time to self regulate and talk about how your behaviour has affected yourself, your friends and your teachers." "I will help you to make good choices and support you to be the best you can be."</p>	<p>"Now that you are making good choices, we all <b>feel</b> happier, so keep making those good choices and we will help you to self regulate."</p>
	<p>"When you continue to disrupt the learning for yourself and everyone else, I <b>feel</b> that you are not making a good choice, so please go with an adult (Mrs Mault) for 15 minutes to self regulate, and complete a reflection activity, so I can see you thinking about your actions."</p>	<p><b>supported reflection</b></p> 	<p>"You can complete a behaviour reflection activity to think about how your behaviour has made yourself and everyone else feel." "What can you do to help you make good choices?" "You can draw a pathway to help you to remember the behaviours which are not acceptable in school"</p>	<p>"Now that you are making good choices, and thinking about your actions, I <b>feel</b> proud of you, so keep making those good choices."</p>
	<p>"When you have not improved your behaviour, even with lots of reminders, I <b>feel</b> that you cannot be in the classroom to learn, so please go with an adult (Mrs Mault) and complete your work. Mrs Mault will call your parents to let them know that you cannot be in the classroom and that you are needing to self regulate and have shared reflection time."</p>	<p><b>shared reflection</b></p> 	<p>"You can think about your actions with an adult. You can complete your work alongside the adult outside of the classroom. You will be able to self regulate and have time to understand how your behaviour has affected yourself and everyone else in the classroom."</p>	<p>"Now that you are making good choices, and getting on with your work, I <b>feel</b> proud of you, so I know you are ready to rejoin your class and continue making those good choices"</p>

### Crisis Behaviour Management

Very occasionally, children respond to a trigger (sometimes this is known, sometimes unknown) and this can create a 'crisis' point for a child. Crisis is where a child can lose control of their emotions and behaviour and becomes extreme or dangerous to themselves or others. Should this happen:

- \* a 'helping hand heart'  will be sent to the nearest member of staff.
- \* When they arrive, they will say to the teacher, "I'm here to help". (If Head Teacher/SENCo support is needed, they will be called at the same time)
- \* The teacher will direct the additional adult on the next step (this could be to take the child from the classroom for self regulation, remain with the child to support while the teacher responds to the rest of the class or follow any other appropriate instruction) - the teacher always takes the lead.
- \* If the crisis requires more support, the Head Teacher will come to support, they will also tell the teacher, "I'm here to help" and will be instructed appropriately.

This approach minimises any confusion for the child and eliminates the risk of further escalation. It also sends a clear message to the children that all adults in school are equally responsible for, and capable of dealing with inappropriate behaviour. All adults will follow the lead of the teacher and use the restorative strategies as appropriate.

Any physical intervention which occurs in a crisis situation must be recorded on CPoms by the staff member dealing with the situation. Staff will log the events occurring prior to the physical intervention, the restorative strategies used and any actions taken after. Parents/carers will be informed.

Formulated: August 2022

Agreed by Staff & Governors: September 2022

Reviewed: September 2023

To be reviewed: September 2024