

# 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 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.
- 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.

## 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 quiet conversations about maintaining positive behaviour, using affective statements.
- \* use Consequence Cards to help children to know the consequences of their actions. Consequence Cards will be shared with parents and restorative strategies discussed.
- \* share incidents which have required the Reflective Pathway, with a member of the senior leadership team.
- \* communicate incidents which have required the Reflective Pathway, with parents and carers.

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:

- \* 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.
- \* discuss any issues or matters concerning individual children and liaising with parents/carers when necessary.
- \* make any decisions regarding exclusion and to complete all processes and paperwork relating to exclusion.

*(In very extreme cases of inappropriate or dangerous behaviour, the Head Teacher may take the decision to exclude 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 exclusion.)*

### 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**

### Safeguarding

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

#### 1. 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 <u>hypervigilant</u> )	<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)

## 2. Affective Statements

Affective statements are a way to communicate to another person how they have affected you by their behaviour, either positively or negatively. Staff will follow a pattern using the words "When..... I Feel..... So....." (WIFS) (eg *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.*)

(eg *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*)

## 3. Fair Process

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

<b>ENGAGEMENT</b>	<i>refers to involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account.</i>
<b>EXPLANATION</b>	<i>requires taking care to explain the reasoning behind a decision to everyone who has been involved or who is affected by it. Everyone has the chance to give feedback.</i>
<b>EXPECTATION</b>	<i>clarity involves making sure that everyone clearly understands a decision and what is expected of them in the future.</i>

## 4. 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 statements to make clear what is unacceptable and what you would like the child to do instead. (WIFS - When.....I Feel.....So...) If the child responds positively to this, they are thanked and praised at the next opportunity.
- \* Adults will use appropriate rewards, sanctions and pre-emptive strategies to support behaviour management.

## 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
- \* golden time on a Friday afternoon
- \* big cheers for positive class recognition

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. This will enable them to enjoy Golden Time on a Friday afternoon. Children will not move downwards or be removed - this will be the point of restorative conversation to repair and rebuild.











## 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:


- \* WIFS effective statements
- \* positive modelling
- \* proximity - Teacher Talk Time
- \* non verbal, understood signals
- \* verbal reminders of the class agreements/school ethos
- \* diversion - send with a 'note' to another teacher or to complete a 'job' for the teacher
- \* fair process discussion
- \* Consequence Cards

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

Reflective Pathway				
	<p>"When you disrupt the lesson, I feel that I can't teach you and everyone else properly, so I would like you to sit in your place, and use your basket to help you to think about how your actions have affected everybody. You can use your sensory basket to help you."</p>	<p><b>self reflection</b></p> 	<p>I can think about how my behaviour has affected me, my friends and my teachers.</p> <p>My teacher will tell me when I can join in the lesson again.</p>	<p>"Now that you are focused on your learning, you are making such good choices. I feel very pleased with you, so keep it up."</p> 
	<p>"When you keep shouting and disrupting everyone's learning, I feel disappointed, so you need to stop doing this. I would like you to sit in a quiet place and think about how your actions have affected everybody. You can use your sensory basket then finish your work."</p>	<p><b>quiet reflection</b></p> 	<p>I can think about my behaviour has affected me, my friends and my teachers.</p> <p>My teacher will tell me when I can join in the lesson again and I can go back to my table.</p>	<p>"Now that you are making good choices and listening, I feel very pleased and happy, so keep making those good choices."</p> 
This step can be omitted	<p>"When you ignore my instructions, I feel that you don't respect me, so please listen and respond to me. I would like you to go to the class next door and reflect on how your actions have affected everybody. You can take your work with you and finish it there. You can give the teacher your reflection note"</p>	<p><b>next door reflection</b></p> 	<p>I can get on with my work as I reflect on the good choices I can make.</p> <p>I can choose an activity from my pack to get on with.</p> <p>My teacher will tell me when I can go back to my table.</p>	<p>"Now that you are making good choices, listening, and getting on with your work, I feel proud of you, so keep making those good choices."</p> 
	<p>"When you continue to disrupt the learning for yourself and everyone else, I feel that you are not making a good choice, so please go with *** for 15 minutes and draw your good path so I can see you thinking about your actions."</p>	<p><b>supported reflection</b></p> 	<p>I can draw my good path and think about all the good choices I can make. I can finish my work to show my teacher.</p> <p>I will have a circle time with my teacher so I can talk to her about the good choices I can make.</p>	<p>"Now that you are making good choices, and getting on with your work, I feel proud of you, so keep making those good choices."</p> 
	<p>"When you have not improved your behaviour, even with lots of reminders, I feel that you cannot be in the classroom to learn, so please go with *** and complete your work. Mrs Moulton will call your parents to let them know about you needing directed reflection."</p>	<p><b>directed reflection</b></p> 	<p>I can think about my actions with an adult. They can help me remember the good choices I have to make. I can do my work to show my teacher.</p> <p>I will have a restorative circle time.</p>	<p>"Now that you are making good choices, and getting on with your work, I feel proud of you, so keep 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 Head Teacher. (or one of the Assistant Heads, in their absence)
- \* When the Head Teacher arrives, they will say to the teacher, "I'm here to help"
- \* The teacher will direct the HT on the next step (this could be to remove the child from the classroom, 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 another adult comes 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 that occurs in a crisis situation must be recorded by the staff member dealing with the situation. Staff will log the events occurring prior to the intervention, the restorative strategies used and any actions taken after. Parents/carers will be informed.

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