

Newton-on-Trent Church of England Primary School



Restorative Practice Relationships and Behaviour Policy

“In everything, treat others the same way you want them to treat you”
Matthew 7:12

November 2023

'Aiming High, Enjoying the Journey'

Vision

A Christian vision for the future is full of hope. It envisages a society in which all people live well together and understand each other as valued and valuable in the eyes of God. At Newton on Trent C of E Primary School, all members of our school community will be given every opportunity to flourish – to have high expectations of themselves and each other, to enjoy the journey together and be inspired to achieve the highest level of personal and academic excellence in order to become a valued and valuable member of society.

Values

Our values are our method of transport to help us reach our vision of the future. They underpin every element of the life of our school community: our policies, our curriculum, the relationships we build with each other, the decisions we make about our budget, and so on. We understand our values to be important human values and, as a Church of England school, we articulate them first and foremost through the narratives and teachings of Christianity.

Our behaviour policy at Newton-on Trent Primary school is not built with our values simply in mind. It demonstrates that the decisions we have made about the way positive behaviour is accomplished at school is derived directly from our values and in turn should contribute to the well-rounded individual our children will become and the impact they have in our school and the wider community.

Promoting exceptional behaviour amongst the pupils is an integral part of achieving our vision and 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 will aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Newton-on-Trent Church of England Primary School

Restorative Practice at Newton on Trent Primary school

In our school family, we encourage self-discipline and aim to keep rules and regulations to a minimum with a focus on taking ownership of the part each individual has to play to create an environment we can all thrive in. Simply put, it is about understanding the responsibilities we have and the role we have to play as individuals in allowing our school community to thrive and flourish.

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 affects themselves and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused.

This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to 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 and which establish 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 cooperatively.

- 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 adopt systems which promote positive behaviour and which support all members of the School community.
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Roles and Responsibilities

The Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy after the governors have reviewed it annually.

The Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Parents

Parents are expected to:

- Support their child in adhering to the Golden Responsibilities
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

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 understand the importance of modelling positive language and behaviour and take 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.

Restorative Approach – Building a positive community. Responsibilities not rules.

Children need to know the school responsibilities for all members of the school community, both children and adults, have a role in. Expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year through a high level of conversation around these responsibilities. Class teachers and other adults will acknowledge and praise children when they demonstrate they are undertaking these responsibilities. Children may demonstrate these responsibilities through exceptional work, demonstration of school values or being kind to a friend.

Newton-on-Trent Church of England Primary School's Three Golden Responsibilities:

- 1) Take care of yourself
- 2) Take care of each other
- 3) Take care of this school

Positive Behaviours

Our pupils and staff are considerate of each other and our 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 also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- staff or pupils congratulating pupils
- receiving Dojo points for behaviour, exceptional work and demonstrating school values
- recognition through 'Head Teacher Special Mentions'
- recognition through values certificates

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

- JPCSO's
- Membership of the School Council;
- Membership of the Collective Worship Council
- Classroom and school wide monitor jobs
- Reading buddies

Partnership with Parents

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, which in turn ensures good learning, 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.

- 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 door' approach or contact parents/carers by telephone or letter.
- Reading records or home-school books may be used to send messages home or into school.
- The Parents' Evenings also provide 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.
- Certificates that children take home

The playground

At Newton-on-Trent, we do not distinguish between the authority of one adult to another, regardless of role. 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 an adult if they have been hurt, if they feel they are being bullied or harassed. The adults on duty are responsible for engaging in conversation with our children, ensuring that a good range of play equipment is available for the children; that they are safe by actively supervising; that the Golden Responsibilities 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 class teacher for further investigation. Class teachers will be outside promptly to collect their children at the end of break. Children will walk into school quietly in an orderly single line.

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 Approach

At Newton-on-Trent Church of England Primary School everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 5 stages are:

What happened? Drawing out each person's story one at a time.

What do you think and feel about that? What each person was thinking at the time, before and since.

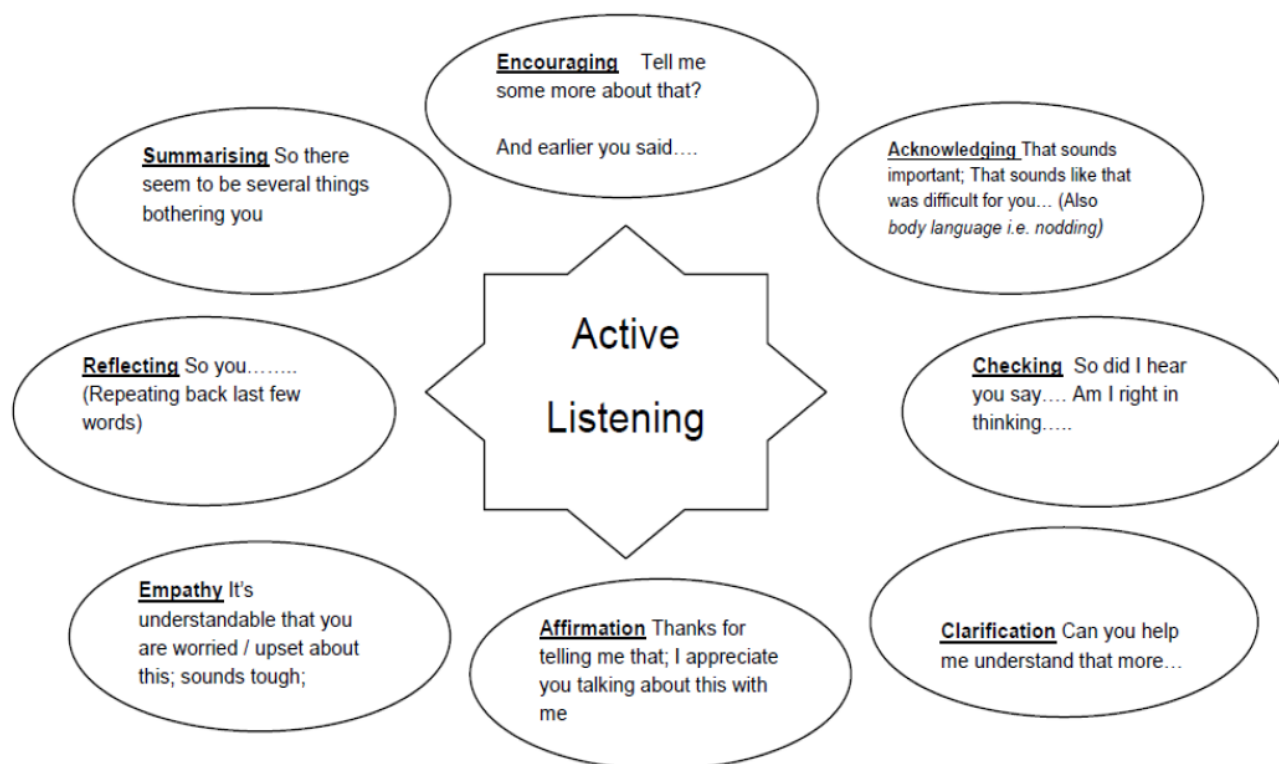
Who has been affected and how? Who has been harmed/affected and how?

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What agreement can we reach about the future? 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.

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 the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation peacefully and make amends in their own way.

All staff working within our school will use active listening skills when dealing with a conflict. This enables them to draw out more from those involved. They will use the following approaches when discussing a behaviour incident:



The Restorative Approach and use of consequences

When using consequences at Newton-on-Trent Church of England Primary School, the child(ren) will be involved in a Restorative conversation and be an active part of deciding upon consequences, ensuring they are constructive and allow the child to learn from what has happened. Children are encouraged to make the right choices and are reminded that every day is a fresh start.

Low level behaviour may be addressed with a friendly reminder, if it continues, children will be asked if they need any help to get their behaviour choices back on track. This help will be given if they request it. If there is a third level of low level behaviour, children will be asked to remove a Dojo point. The use of Dojo points for both positive and negative behaviour choices is to be used and promoted in a way children can track their own behaviour and be encouraged to self-regulate. The Dojo points will also be used to track patterns of behaviour to identify where children could benefit from support to maintain the high expectations of behaviour at Newton on Trent Primary Church of England School.

We aim to help the children look at the harm they have caused to others and see that their consequence 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.

Implementation of the Restorative Approach – Practicalities

At Newton-on-Trent, 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. Our core values underpin everything we do at Newton. The stages of the Restorative Approach then 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 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 and Disabilities 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, lessons and 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 on an individual basis through the use of a Pastoral Support Plan or Individualised Behaviour Plan.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. Staff may call upon other external agencies or the school SENDCo to aid them in meeting the needs of all our children

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 Head who may decide to give 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:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil
- c. themselves);
- d. 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.

Our approach for Physical Intervention is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. Physical Intervention will always be carried out with the child's safety and dignity in mind. All staff have been trained though Team Teach to ensure all of the techniques used to carry out physical intervention is in the best interests of the child and with their safety and well-being at the forefront of our practice.

Safe spaces are available for pupils who have been subject to Physical Intervention, they can take/or be taken to this space for time to become calm, collect their thoughts and express their feelings when they decide they are ready and willing to do so . Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force. Where there has been Physical Intervention, a record must be made using the schools physical intervention form on the day of the incident and the Head teacher must be informed by the end of that day. Parents must be informed as soon as practical after the incident.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of frustration or anger, or to punish the pupil. All staff will work towards diffusing situations before resorting to physical Intervention in line with the Team Teach ethos.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded and reports such exclusions to the Local Authority. 7 It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews this policy every other year and makes amendments in between times as the need arises. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.