



## **Gaywood Primary School**

### **Restorative Behaviour Policy ~ 2018/19**

#### **Introduction**

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others. This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of all our school community members using the Restorative Practices (RP) philosophy.

The school embraces Restorative Practice as a means of empowering all members of our school community to be successful and become aspirational, motivated and responsible learners. Restorative Justice is about encouraging offenders to be accountable for their actions and to take responsibility for repairing the harm caused.

#### **Aims**

Our aim is for our pupils to leave our school being thoughtful learners who are ready for their next stage of learning, committed to developing their own skills through habits of exploration and reflection. We strive for our pupils to be effective communicators and have a well-developed capacity to engage in life-long inquiry and learning. We aim for our pupils to have an understanding of healthy interpersonal relationships, able to work well with others in responding to new or unexpected challenges that arise in their school and home life.

#### **School Rules**

**I am thoughtful and kind.  
I listen carefully and try my best.  
I am polite and helpful.  
I am safe around the school.  
I take pride in my work and school.  
I show respect to others and to myself.**

#### **Rewards**

For pupils whose behaviour meets the expectations, staff will offer positive praise, class stickers, house points, class specific rewards, MSA awards and positive communication with parents. To promote good manners across the school, staff will give out 'Thank you' cards. Children will write their names on and place in a box – at the end of the week two cards will be selected from the box (one from each Key Stage) and the winners will get to choose from a selection of books to keep.

***(Emphasis is placed on positive reinforcement)***

## Sanctions

For pupils whose behaviour does not meet school expectations, the following course of action will be followed:

1. **Verbal warning** with a reminder of positive behaviour required, e.g. listen carefully, thank you.
2. **Discussion about the behavior (Orange)** that is not meeting school expectations.
3. **Time Out (Orange)** - Reception - Time out (Five minutes maximum). Teacher or TA to observe and release the child from 'time out.'  
Years 1-6 –Time out (Time equivalent to child's age in minutes) or repositioning in the child's class. Teacher or TA to observe and release the child from 'time out.' If on the playground, to stay next to the teacher or TA.
4. **Miss some of playtime (Red)** to complete work. Teacher or TA to observe and release the child from missing playtime.
5. **Time out from the child's class (Red)** in another class to complete work.
6. **Parents contacted by teacher** to discuss behaviour that is not meeting school expectations.

*(All red incidents are recorded on Pupil Asset)*

## Dealing with conflict

Restorative circles take place when there has been an incident in class or on the playground, facilitated by a Peer Mediator or member of staff who was not involved in the incident. All Peer Mediators and all staff are required to use the Restorative Practice Questions below in the following order:

### 1. Questions to respond to challenging behaviour:

What happened?  
What were you thinking?  
What do you think now?  
Who has been affected by what you did? How?  
What do you think needs to happen

### 2. Questions for the person who has been harmed:

What happened?  
What were you thinking?  
What do you think now? How do you feel?  
What has been the hardest thing for you?

## Unacceptable behaviour

- Bullying
- Deliberate rudeness or derogatory language towards staff or pupils.
- Discrimination of any kind, e.g. racial, gender, sexual, homophobic.
- Disruption of the whole class
- Swearing
- Physical violence
- Persistently refusing an adult request
- Aggressive behaviour
- Threatening behaviour

**Unacceptable behaviour** is dealt with in a fair and consistent way and recorded on a behaviour log sheet by the member of staff dealing with the situation and reported to a member of the Senior Leadership Team, who will decide if the severity of the unacceptable behaviour is serious to warrant an Internal Exclusion (The parents/carers of the child will be informed). Other pupils will be involved in discussing the incident using Restorative Practice to establish the facts. All staff will encourage the children to use circles to deal with issues of pupil conflict facilitated by an adult using the Restorative Questions.

### **Persistent unacceptable behaviour**

**Step 1** – [Internal exclusion](#), the child's parents/carers to be informed of the concerns. It is expected that the parents/carers will begin to support their child's behaviour modification.

**Step 2** - [Individual Risk Management Plan \(IRMP\)](#) to be put in place in consultation with the SENCo, member of the Senior Leadership Team and parents.

**Step 3** – Where appropriate, advice from outside agencies will be sought to complete a [Pastoral Support Plan \(PSP\)](#) with the child's parents/carers, where the child is at risk of exclusion.

### **Fixed Term Exclusions from school**

Our aim is to have no Fixed Term Exclusions. Exclusions will only be used, at the Head Teacher's discretion in extreme circumstances where Restorative Practice isn't working or there is a serious breach to the Restorative Behaviour Policy where a child is demonstrating unsafe behaviour towards him/herself or others, refusal to follow academic instruction, failure to complete a behavioural sanction repeated breaches of the schools Restorative Behaviour Policy.

### **Playground**

All staff will encourage good behaviour. Poor behaviour will follow the sanctions section of this policy. Teaching Assistants and Midday Supervisor Assistants will record incidents and inform the class teacher.

If a serious incident occurs, then a child will be sent to a senior member of staff who will follow the sanctions section of this policy. The Head Teacher may decide that it is appropriate for the child to be excluded from lunchtimes.

### **Confiscation of inappropriate items**

A member of staff has the power to confiscate, retain or dispose of a pupil's property as a punishment and staff are protected from liability for damage to, or loss of, any confiscated items. Staff must use their discretion in deciding how long to confiscate an item for although, in most cases, this will be for a maximum of 48 hours.

### **Powers of teachers to search a pupil**

A pupil may be searched by a member of staff where the member of staff has reasonable suspicion that the pupil is in possession of illegal substances or items. In the event that a pupil needs to be searched, the following procedure must be followed:

1. The search must be conducted with a member of the Senior Leadership Team also present.
2. The member of staff must record in writing when and where the search took place, the grounds for the search and the outcomes of the search. The report must be counter signed by the Head Teacher.
3. Parents/carers will be informed as soon as possible about the search and the outcomes.
4. If a child refuses to be searched, the parents will be informed that this is the case and the police will then be contacted for further support and guidance.

### **Use of reasonable force**

All members of school staff have a legal power to use reasonable force. In our academy staff are trained in Norfolk Steps and the office holds a list of trained and authorised staff. Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder. (See Pupil Restraint Policy)