PERTON FIRST SCHOOL

Restorative Practice Behaviour Policy

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Introduction

At Perton First School, we aim to create a happy, safe, nurturing, 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. Our school is a place of safety where clear boundaries guide and support; where high expectations lead to lifelong learning; where nurture and respect build self-esteem and self-belief. We are a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

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 family feels listen to, valued and respected. We support our children in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our children to understand how their behaviour affects others and its impact on others. Children are supported to identify ways they can put right the hard they have caused. We are helping them to become empathic, considerate people who have the skills to resolve problems independently.

We are working hard to achieve Inclusion Friendly Status. We are ensuring that our children are listened to and understood, and that they have the right environment and resources to get the very best out of their time at Perton First School. We love learning about the different and amazing ways that our brains work. Whether you're neurodivergent or neurotypical, you'll be supported by our amazing staff.

Aims

- To develop positive relationships through a restorative approach which promotes self-esteem, self-discipline and which establish clear expectations of all members of our school family.
- 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.
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour.

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.

Restorative practice is underpinned by values of empathy, respect, honesty, acceptance, responsibility and mutual accountability. 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.

Positive Behaviours

We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. 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 reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- giving children stickers
- house points
- 'star of the day'
- Lunchtime Award
- celebrating individual and group achievements each week in 'Shine Assembly'
- awarding Headteacher stickers for 18 stars of the day, bronze (28 stars), silver (42 stars), gold (56 stars) platinum (70 stars) and diamond (100 stars) certificates for star of the day awards
- We celebrate achievement through:
    - Artist of the Week
    - Reader of the Week
    - Sports Star
    - Bug Club Champion
    - Writer of the Week
    - STEM Champion
    - Maths Star
    - Growth Mindset
    - Lyn Aston Trophy – awarded to a pupil who 'goes the extra mile' and is an exemplary role model for others.
    - Celebration Corner is where we display and celebrate our pupils' achievements. Children feel proud when they are in Celebration Corner and they know how proud the school community is of their achievement.
    - Golden Time – all children who follow our golden rules enjoy golden time.

This list is not exhaustive and the school acknowledges all the efforts and achievements of children, both in and out of school.

Golden Rules

We expect all pupils to follow the Golden Rules, so that everyone is able to work in a caring, safe and happy environment:

- **We are honest – we always tell the truth**
- **We are gentle – we do not hurt others**
- **We are kind and helpful – we do not hurt anybody's feelings**
- **We listen – we do not interrupt**
- **We work hard – we do not waste our own or others time**
- **We look after property – we do not waste or damage things**

Golden time

Golden Time is a positive incentive that children can earn. Golden Time ensures that children who always behave well are rewarded. The underlying message is that if children follow our Golden Rules, they will be consistently rewarded for their efforts.

What is Golden Time?

- Golden Time is a weekly timetabled slot of at least half an hour
- Children choose an activity they would like to do in this time
- The children can earn part of their Golden Time each day if they follow the Golden Rules
- A warning is given before Golden Time is not earned, ensuring that children have an opportunity to choose to behave in a better way.
- When it is Golden Time the children that have not earned Golden Time sit out for their allotted time and have reflection time.

Learning Behaviours

We have developed a range of core learning behaviours which will encourage our pupils to have a positive attitude to their learning:

1. Determination – we keep going
2. Taking Risks – we have a go
3. Reflection – how have I done?
4. Independence – I can work by myself
5. Respect – we work well together
6. Responsibility – I am in charge of my learning

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

We avoid:

- Humiliation – it breeds resentment
- Shouting – it diminishes us
- Over-reacting – the problem will grow
- Blanket punishment – this is unjust towards the innocent
- Sarcasm – children do not understand it

Online Safety

The school monitors the children's activity and use of the internet whilst in school. Children agree to the 'Acceptable Use Policy' and are expected to adhere to this policy. In cases whereby children do not abide by the 'Acceptable User Policy', their activity will be logged. Children will be spoken to about any violations and parents will be informed where appropriate. Parents are also informed about our 'Acceptable Use Policy' and are encouraged to sign the 'Rules for Responsible Use of ICT and the Internet' to show their agreement.

The Restorative Approach

At Perton First School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and children to uphold and maintain our school rules. On occasions when this is not the case, we use restorative approaches to help children understand the impact of their actions and how to put it right. We believe that by using this restorative approach, we are teaching children the skills to independently make better and more informed choices in the future.

Restorative Practice

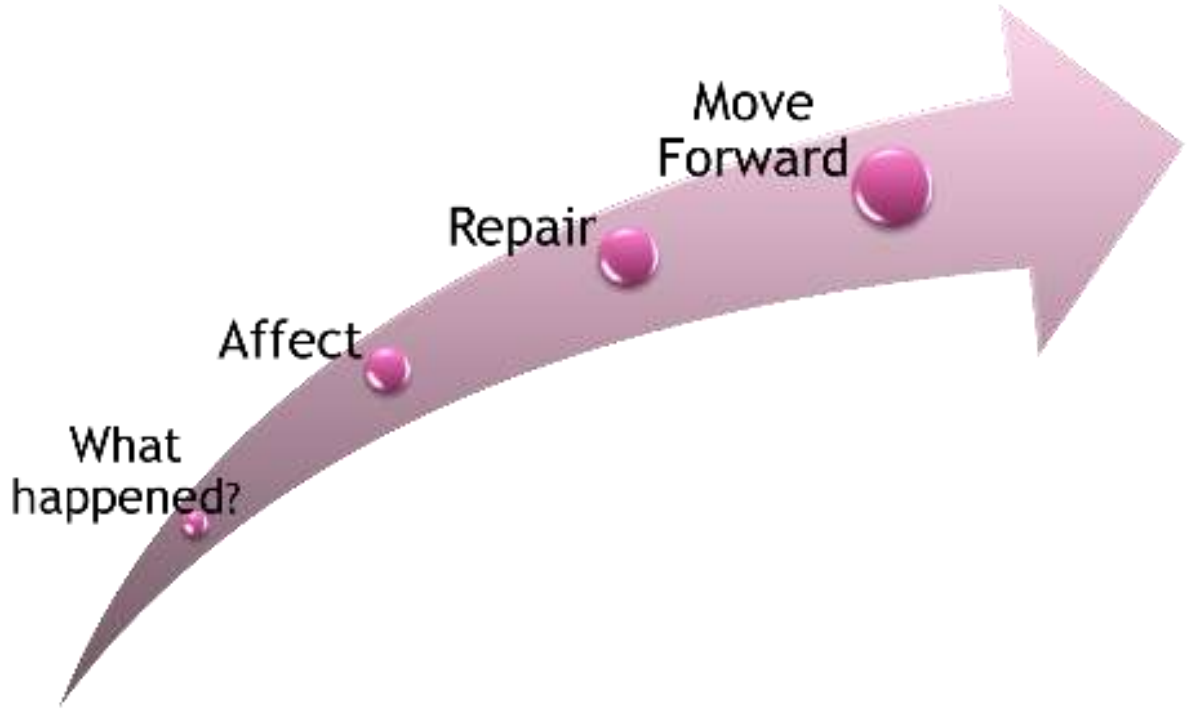
This approach encourages children to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and honesty.

- To build a sense of connection and belonging for all members of a school community
- To develop understanding and appreciation of differences and difficulties
- To participate actively in promoting social responsibility and building a school climate of mutual respect

School life:

- Every class has regular check ins. These happen at the beginning of each day in classes giving all children an opportunity to be heard.
- Children are asked to measure their well-being using the Colour Monsters; red, grey, green, purple, pink, blue or yellow.
- In order for there to be full engagement in learning children have to have good well being

- If a child has lower well-being they will be given the chance for talk time to share any worries, problems or barriers to their learning.
- On occasion, teachers may also take the opportunity for a check-up circle after lunch.
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Children with strong links and relationships are less likely to hurt or upset others and if they do they want to put things right again more quickly.

The importance of language:

At Perton First School, we have **WARM** conversations:

W What happened? (*This gives a factual and less emotive account of the incident than asking the question 'why' which often gets a defensive response.)*

What were you thinking when …? (thoughts influence actions)

A Affect Who has been affected by… and how? (*encourage children to think about the impact of actions on everyone to develop* empathy) Was what happened fair to them?

Was what happened the right thing?

R Repair What do you need to do to repair things? How will this help put things right? When can this happen?

M Moving forward How can we make sure that this doesn't happen again? What do you need to start/stop/stay doing? If this happens again, what do you think should happen next?

We use emotion coaching in school and recommend that parents and carers adopt this approach too. Setting limits is crucial in supporting children to understand behaviour boundaries.



Persistent and/or Aggressive Behaviours

We understand that a restorative approach will not always work with every child and that persistent and/or aggressive behaviours may need additional responses. In circumstances where the strategies within this policy have not had the desired impact on the child's behaviour the following process is followed:

- All children have the right to feel safe at our school. Therefore, physical aggression is not tolerated and will result in an appropriate consequence. When a child behaves

inappropriately, the decisions made by the staff will not be led by the children's and/or parents' demands. We expect parents to support our decisions.

- We appreciate parents support in teaching children that in school, physical aggression is not acceptable.
- Class Teacher will use ABC Behaviour logs to establish patterns of behaviour and triggers
- Parents meet initially with the class teacher (and the SENCo and/or Headteacher if appropriate), to establish if there are any underlying reasons for the behaviour and support for parents may be initiated if necessary e.g. Local Support Team
- Outside agency involvement for pupil e.g. Behaviour Support, Educational Psychologist, CAMHS
- Individual support or behaviour plan put in place if appropriate

Hitting Back

Although society sometimes signals that "hitting back" is an acceptable response to aggression, at Perton First School we do not condone this. Children are explicitly taught safer and more constructive strategies, such as seeking adult help, using calm words, moving away from conflict, and practising self-regulation techniques. Hitting back is not an acceptable option, as it escalates conflict. Instead, we emphasise relational and restorative approaches that keep everyone safe, repair relationships, and help children develop lifelong skills for managing conflict positively.

Fixed term and permanent suspensions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases the school will make suspensions to maintain the health and safety of everyone in our school. Very serious incidents including violence, verbal abuse or behaviour that threatens the health, safety and wellbeing or deliberate damage to property could potentially result in a fixed term suspension. In severe cases, a permanent exclusion may be implemented. The Headteacher will inform the LA and the Governing Board about any suspensions or exclusions.

Special Educational Needs

We acknowledge our duty, and will always have regard for the Equality Act 2010 and the SEND Code of Practice when imposing sanctions and exclusions for children with SEND. We are committed to supporting pupils and families with SEND; we use a range of personalised behaviour management strategies and interventions and work productively with a range of outside agencies. Pupils who have been identified with SEND will be supported in line with their Education Health Care Plan, Individual Support Plan or Behaviour Plan. When applying the behaviour policy to children who have SEND, the school will consider their needs, support plan and if required will make adjustments to the behaviour policy to provide for their individual needs. This does not, however, mean that violence and abuse towards other pupils will be allowed to persistently continue and will lead to a review of provision, school placement or exclusions.

Use of Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In this school, reasonable force is used for two main purposes; to control or restrain. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances. Parents will be informed of any situation where reasonable force has been used and this will be recorded on our school Incident Record. School staff may also use such force as is reasonable given the circumstances when conducting a search without consent.

Confiscation of Inappropriate Items

The school has the right to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. Staff may search without consent for prohibited items including weapons, stolen items or objects banned by the school.

Conduct of Pupils Outside the School Gate

The School will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

- have repercussions for the orderly running of the school
- pose a threat to another pupil, a member of staff or member of the public
- adversely affect the reputation of the school.

The Role of staff

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which are agreed by the children and displayed in the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, staff discuss the individual child and the whole class during 'circle time' if appropriate. It is the responsibility of staff to ensure that the golden rules are followed in school, and that children behave in a responsible manner at all times. All staff in our school have high and consistent expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher and SLT

It is the responsibility of the Headteacher and SLT to implement the school behaviour policy consistently throughout the school and report to Governors, when requested, on the effectiveness of the policy and ensure the health, safety and welfare of all children and staff in the school. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We detail our golden rules in the school prospectus, and we expect parents to read and support them. We try to build a supportive dialogue between the home and the school, and we contact parents if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions when a child does not follow our golden rules, parents are expected to support the actions of the school. If parents have any concerns, they should contact the class teacher. If the concern remains, they should meet with a senior member of staff. If these discussions cannot resolve the problem, the Headteacher will become involved.