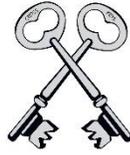


Date Approved:

Date of Review:

Signed:



**Clenchwarton, Walpole Cross Keys and West Lynn Primary
Schools**
Restorative Behaviour Policy
(February 2018)

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

Aims

Our aim is for children to leave our schools 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 children to be effective communicators and have a well-developed capacity to engage in life-long inquiry and learning. We aim for children 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 Expectations

Respect yourself, others and the environment.

We are polite and helpful.

We listen carefully and follow instructions.

We walk sensibly and safely around the school.

We are kind, honest and respectful to others.

We always try our best.

We are proud of our school and ourselves.

Behaviour not meeting school expectations

Initially, the member of staff will give a verbal warning with a reminder of positive behaviour required, e.g. listen carefully, thank you. For the majority of our pupils, this will be sufficient to remind them to follow our school expectations.

When there has been a further incident in class or on the playground, that the child has received a verbal warning for or is disrupting learning the learning or play of others, a class 'Restorative circle' facilitated by a member of staff will be undertaken.

The behaviour not meeting school expectations, will be discussed as a class community. The member of staff will start with a statement, e.g. Talking in a loud voice is stopping the learning of others. Followed by a discussion using the Class Circle Restorative Questions. The member of staff will facilitate the discussion ensuring that fair consequences are decided upon by the class.



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Class Circle Restorative Questions

Who has been affected by, e.g. talking in a loud voice?
How have you been affected by, e.g. talking in a loud voice?
What do you think needs to happen next?
What would you like the learning to be like in your classroom?

Possible consequences

- Reception - Time out (*Time equivalent to child's age in minutes*) with a 'thinking chair' or 'thinking spot' using a visual sand timer. *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.'*
- Miss up to 50% of playtime to complete work. *Teacher or TA to observe and release the child from missing playtime.*
- Time out from the child's class with the most Senior Teacher to complete work. (Recorded in the class Behaviour Log)
- Parents contacted to discuss behaviour that is not meeting school expectations. (Recorded in the class Parent Communication Log)

Unacceptable behaviour

- Bullying
- Deliberate rudeness
- Discrimination of any kind, e.g. racial, gender, sexual.
- 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 Sheet by the member of staff dealing with the situation and reported to a member of the Senior Leadership Team (SLT). Other pupils will be involved in discussing the incident using RP to establish the facts. All staff will use circles to deal with issues of pupil conflict facilitated by an adult using the Restorative Questions:

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Restorative Questions 1
What happened?
What were you thinking at the time?
What have your thoughts been since?
Who has been affected by what you did?
In what way have they been affected?
What do you think needs to happen next?

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Restorative Questions 2
What happened?
What were you thinking at the time?
What have your thoughts been since?
How has this affected you and the other person?
What has been the hardest thing for you?
What do you think needs to happen next?

Restorative Questions 1

Questions for the child who has not met school expectations:

Restorative Questions 2

Questions for the child who has been harmed:

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 implemented in consultation with the SENCo, member of the Senior Leadership Team and parents.

Step 3 – Where appropriate, advice from outside agencies will be sought and a Pastoral Support Plan (PSP) will be implemented, meeting regularly 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 Headteacher'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.

