



Restorative Approaches, Behaviour and Discipline Policy

Produced by	Lum Head Primary School
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Governor responsible	Una Devlin

Adjustments to this policy during the COVID 19 pandemic

At the start of this academic year we shared with parents our plans for Lum Head's Recovery Curriculum. The purpose of this is to recognise and to respond to any individual needs arising from the pandemic. Children may have suffered bereavement, loneliness, loss of friendships, loss of confidence and self-esteem as a result of their personal experiences of lockdown. We are aware that some children's behaviour may change as a result of this and are mindful that our response should be supportive, proportional and restorative. We have adapted our curriculum to put wellbeing at the forefront of our work, and this is reflected in the key priorities of our School Development Plan also. This includes "Feel Good Friday", where Years 1 to 6 have a focus on Circles, PSHE and a range of wellbeing activities every Friday afternoon. Additional social and emotional support for individual children is provided through sessions with our Family Welfare Worker.

Introduction

At Lum Head Primary School, we believe that every member of the school community has a responsibility for behaviour and everyone has the right to feel valued and respected. Children develop into responsible learners and members of the community through experiencing a school ethos, which promotes the rights and dignity of each individual. We believe that encouragement and praise are vital in helping children to develop a positive self-image. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

School Ethos

Lum Head is a diverse, nurturing and aspirational school.

School Vision

At Lum Head we believe that children thrive when they are happy, safe and feel cared for. Our school ethos is at the heart of all that we do.

Diverse

- Welcoming and including all children and families
- Embracing and celebrating the rich diversity of our school community
- Creating values of mutual respect, tolerance, fairness and understanding
- Providing equal opportunities for everyone, by everyone

Nurturing

- Nurturing and celebrating each child's individual talents
- A caring culture which puts children's happiness and safety first
- Developing teamwork, mutual care and support

Aspirational

- Being relentless in our pursuit of excellence, inspired by high quality teaching, instilling a thirst for knowledge and learning
- Designing a rich and deep curriculum which fosters creativity, imagination, curiosity and a love of learning
- Preparing our children to be enthusiastic, lifelong learners

Our golden rules

Whole school expectations are enshrined in our golden rules which are displayed around the school. All staff model these rules and ensure that they are followed by the children.

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen to people
- We are honest

Definition of Restorative Approaches

Restorative approaches work to resolve conflict between individuals or groups and to repair relationships. They encourage those who have caused conflict to acknowledge the impact of what they have done and give them an opportunity to resolve differences through a solution based philosophy. The fundamental premise of RA is that people are happier, more co-operative and productive and more likely to make positive changes. Restorative approaches support a happy working environment that underpins effective learning and emotional wellbeing.

As a school which uses this approach we strive to create a friendly, gentle and polite ethos. Enjoyment, having fun and feeling supported are an integral part of this, both for children and staff. We strive to ensure that all conversations are positive; with children, with colleagues, with parents/ carers and with visitors, as positive, strong relationships are at the core of effective restorative practices.

We use the restorative approach to behaviour management when resolving a conflict. We may ask the child the following questions:

- Can you tell me what happened?
- What were you thinking when it happened?
- What did you feel inside when it happened?
- How are you now?
- Who else has been affected?
- What do you need to feel better?
- What needs to happen to put things right?

Rewards

Our aim is to praise wherever possible. We use the same agreed rewards from Year 1 to Year 6:

- Immediate praise for good behaviour, good deeds or good work.
- Weekly stars of the week awards given out on Friday's Celebration assembly. Teachers choose two children from each class and parents are invited to attend the assembly once COVID 19 restrictions permit. Certificates are given out to take home. (Reception to join later in the year)
- Stickers from the Headteacher.
- Reception children receive stickers and rewards from a "goody box".
- Individual teachers and class teams will supplement these whole school rewards with additional rewards of their own such as stickers, lucky dip, raffle tickets, class dojo etc.

Sanctions

Unacceptable behaviour will be dealt with by the class teacher in the first instance and the sanctions applied will be proportional to the behaviour and age of the child. Restorative Circles with a group or the class may be used by the teacher to resolve any issues. Where behaviour falls below the high standards expected by the school, the sanctions below will be applied incrementally.

Each classroom has a visual display featuring 3 stages in our behaviour management system, represented as a traffic light system.

- Children will begin and end each day on 'Green' (desirable behaviour), and children will have the opportunity to return to 'Green' at any point.
- An individual verbal warning is given to remind the child of our expectations.
- If the child fails to adjust their behaviour, then they are told that their behaviour is unacceptable and their name is moved to 'Amber.'
- 'Amber' means the loss of 5 minutes of playtime or dinnertime to sit with the class teacher and work towards a restorative solution.
- If the child again fails to amend their behaviour then they are told that their behaviour is unacceptable, their name is moved to 'Red' and they are sent for time out in another classroom (within their bubble). Teacher logs the incident on CPOMs and speaks to the child's parents.
- Child sent to the Headteacher
- Parents contacted to speak to the Headteacher

Some behaviour may be so inappropriate that children are sent to the Headteacher and the following consequences applied:

- Restorative meeting with parent/ carer
- Working in isolation
- Exclusion from lesson, playground or activity
- Exclusion from school

Home School Agreement: Year 1 – Year 6

On entry to Year 1, or if new to the school, parents/ carers and children are asked to read, discuss and agree on our expectations of behaviour, uniform and general conduct. Children, teachers and parents sign our home school agreement.

Children with social, emotional or behavioural needs

Consistent disruptive or withdrawn behaviour can be an indication of unmet SEN. The school's SENDCo and Family Welfare Worker work with children, families and teachers to ensure that full consideration and support is given to any child who has specific needs which may affect their behaviour. We work alongside outside agencies to ensure that the appropriate level of support is given and advice sought when appropriate. This may involve adapting the above rewards and sanctions to the individual child's needs.

Individual Behaviour Support Plans

If a pupil has persistent behavioural problems which indicate that they are in serious risk of exclusion, it may be appropriate to implement a Behaviour Support Programme ("My Plan"). The child will be

referred to the LA's Behaviour Support Service (BSS) and a My Plan drawn up with the involvement of the child's parents. The plan will identify causes of concern and what can reasonably be expected of the pupil. Targets will be set which are specific, measurable, achievable, realistic and time-limited (SMART).

Exclusions

A decision to exclude a child from school, for a fixed period of time or permanently, will only be taken if serious breaches of the school's behaviour policy have occurred. This may include non-compliance, fighting, verbal abuse, physical violence, bullying, vandalism, theft, drug-related incidents. If a child's behaviour leads to an exclusion, school will follow LA guidelines and parents will be kept informed of actions taken.

Anti-bullying Policy

We are committed to working with children, staff, governors and parents/ carers to create a school community where bullying is not tolerated. Bullying can be direct – physical, verbal or non-verbal, indirect or cyber-bullying. More details of types of bullying and our whole school approach can be seen in our Anti-Bullying Policy.

Care and Control

If a child is at risk of causing harm to themselves or others, staff may need to use reasonable force to restrain the child. All staff are trained in the use of physical intervention, i.e. restraint, holding or guiding, and training in Team Teach is delivered by Stockport's Behaviour Support Service (BSS). More detail can be seen in our Care and Control Policy.

This policy will be reviewed annually.

Lum Head Primary School, September 2020