St Paul's CE Primary School

Positive Relationships and Behaviour Management policy

Agreed by Governing Body on:	20 May 2026
Policy Review Date:	May 2027

This policy reflects the aims and objectives of the school and should be considered alongside other school policies including our teaching and learning policy; anti bullying policy; PSHCE policy; safeguarding policy; equalities policy; appropriate touch policy; SEND policy.

The school policy for positive relationships and behaviour management is the consensus of opinion by the teaching and support staff. It has been approved by the governing body.

A Positive Approach to Relationship Management

An effective relationship and behaviour management policy is one that seeks to support and lead children towards high self-esteem and self-discipline. This occurs when positive, good relationships are formed and high expectations of good behaviour are clearly set. At St. Paul's we believe that self-esteem affects all thinking and behaviour and impacts on learning and achievement. We aim to provide positive everyday experiences that enable our children to reach their full potential.

St Paul's Primary wants to equip the children with life skills and to help our community learn to understand the consequences and impacts of their actions. A restorative approach is integral to who we are as a school and we have made this process the foundation to every aspect of school life. We believe in adults living and modelling these behaviours for the children too.

Our school is held in high regard for our inclusive approach, pupil voice and ethos which strives to create a welcoming, caring environment where relationships are based on our values of respect, honesty, love and kindness. We respect and celebrate adults and children's religion, race and culture in the implementation of our behaviour policy. We aim to develop a positive self-esteem in each child to encourage the best efforts, independence, self-reliance and responsibility for their own actions.

The Principles of the Behaviour Policy are:

To:

- ✓ help children grow up into confident, tolerant, considerate young people ensure that everyone at St Paul's can listen to others and feel listened to
- ✓ show children how to respect themselves and to show others the same respect
- ✓ help children to understand the needs of others
- ✓ teach children to care for their own belongings and their surrounding environment
- ✓ create an environment where education is a partnership between home and school
- ✓ be consistent

We believe that:

- ✓ all members of the community should feel safe, happy & cared for in school
- ✓ children & adults should be asked what they need in order to get the best out of themselves
- ✓ we should 'teach' skills to enable and empower children to make good relationships we must provide systems that will support children & adults if relationships break down
- ✓ any behaviour that harms/upsets a child or adult should be addressed and all parties involved should be given the opportunity to put things right

To achieve this; children, staff, parents, carers and members of our community will:

- ✓ speak to one another in a calm manner
- ✓ be aware of how body and facial expressions can be deemed by some children as intimidating / frightening
- ✓ work together listen to each other
- ✓ tell the truth

- ✓ try to understand each other's point of view by seeking solutions which will repair any harm/upset caused e.g. avoid 'put downs', shouting and sarcasm
- ✓ actively seek to build, maintain and repair relationships
- ✓ model appropriate responses e.g, ensure that a pupil's behaviour is not discussed in front of others

Rewards
Good behaviour never goes unnoticed in school and it is essential that we recognise it in a variety of ways. It is important to recognise how much it is appreciated and to communicate that to pupils.
– tell children exactly what you appreciate about their behaviour.
– be specific about what you are rewarding
Each class has their own class charter which is reviewed at the start of each term. In addition we have weekly certificates to celebrate children's success in regards to their academic achievements and linked to our school learning characteristics (see appendix). Staff ensure that it is clear to the children why we are celebrating their success.

Raffle Tickets
Children are rewarded raffle tickets for showing our school values and demonstrating excellent behaviour both in class and around school. Each class has a pot where raffle tickets are collected and added up at the end of each week. The weekly winners with the most tickets are announced in our Friday celebration assembly. The winning class(es) can then have a 5-minute treat as a reward e.g. extra play/choosing time. At the end of each half term 2 children are pulled out of each class pot and rewarded with a hot chocolate treat.

Star of the week
Star of the week recognises the importance of making the right choices with our behaviour. During a Friday celebration assembly, a child from each class is presented with a special head teacher sticker and certificate. Each teacher explains to the school why they have chosen that person for Star of the Week and they are celebrated for their positive behaviour.

Class Rewards
Each class has their own system of rewards – these might include marbles / gems in a jar etc These rewards are agreed with the children at the start of each academic year and are revisited at the start of each term.

Learning Mentors
We employ a trained Emotional Literacy support assistant whose role complements St Paul's School's Relationship and Behaviour Policy. Our learning mentor works on a one-to-one basis with specific children to help develop their emotional literacy, developing the required skills to resolve conflict and, in some cases, support children in specific times of need.

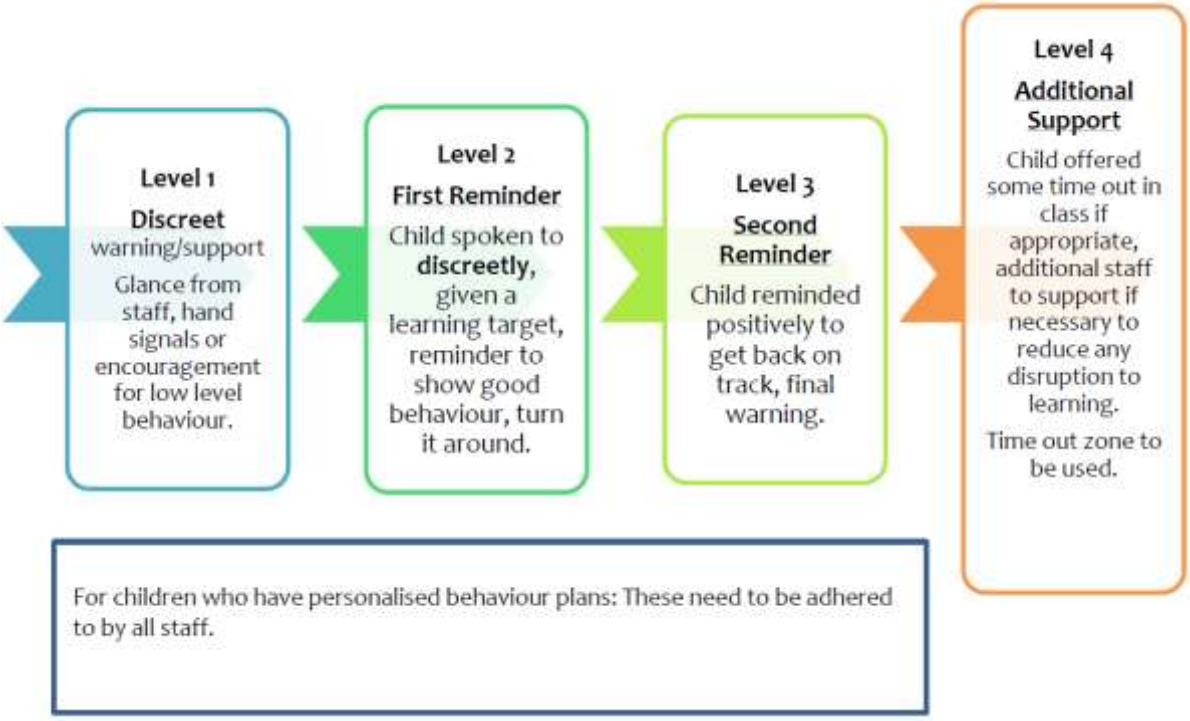
Sanctions: What to do when things go wrong with our children

The procedures outlined in the following section are to help deal effectively with inappropriate behaviour. All class teachers are responsible for maintaining the high standards of behaviour in school.

The schools employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. When using sanctions at St Paul's Primary School, staff ensure that they are constructive and allow the child to learn from what has happened. The sanction is given by the class teacher or the member of staff responsible for the class when the incident took place. If an incident occurs at lunch time then it is the Lunchtime Supervisor's responsibility to resolve the issue, unless they feel it should be referred to the class teacher. Senior staff should be consulted if there is any confusion about which sanction would be most appropriate.

If a child exhibits inappropriate behaviour, staff should initially calmly attune and validate with the child using observation and saying what they see. It may also be helpful to use the 'I'm wondering if' strategy to ask a child what has happened. Safe spaces are available in each classroom and in open spaces for a child to be directed/guided to, where they can calm with support.

We have set procedures which have been developed and shared with the whole staff. This is to ensure consistency and accurate monitoring.



When dealing with all forms of inappropriate behaviour, all staff should follow these over-riding rules:
Be calm – Children should be dealt with calmly, firmly but fairly referring to what the action is and why the action is being taken.
Logical consequences – A logical consequence is a sanction that should "fit" the offence and be linked to the behaviour. Logical Consequences should be designed to teach pupils at St Paul's School more appropriate behaviours

In every class there is a **Just Right for Learning** poster (see appendix) and staff may remind children of what they might need to do to get to the 'green' section so that they are ready to learn.

If these 'everyday' measures have limited effect we move to another stage of the process where a member of the Senior Leadership Team (SLT) is involved and parents are consulted. However, this policy is reactive to the child and thresholds are flexible depending on the type and number of occurrences of the incidents. This ensures we are consistent to our principles but flexible in our practice. The next stage involves a more in depth look at the child's behaviours and the setting up of interventions to improve their behaviour.

The Restorative Approach
At St Paul's Primary School everyone involved in a collective incident, where appropriate, is taken through the 6 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 6 restorative questions asked are:

What happened? Drawing out each person's story one at a time.
What were you thinking about at the time? What each person was thinking at the time, before and since.
How were you feeling?
Who have been your thoughts since?
Who's been affected? Who has been harmed/affected and how?
What do you need to make things right? What those affected need to feel better, move on, repair harm and rebuild relationships. 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 in their own way.
All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

We aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation.

Personal, Social, and Health Education (PSHE) lessons, Circle Time, school assemblies, out-of school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

Racist/ homophobic incidences need to be recorded on a separate form and given to the deputy head teacher or head teacher. These incidences are then recorded on SIMs.

Attachment and children that have experienced trauma

Attachment disorders are commonly associated with children who haven't formed an attachment with their primary caregiver, particularly adopted and looked after children. However, we are aware that it can also affect other children, for example those who have formed a good bond with their parent but experience separation anxiety when they leave that parent to come to school.

Attachment disorder is a general term which describes disorders of mood, behaviour, and social interaction arising from a failure to form normal attachments to primary caregivers in early childhood. It results from unusual early experiences of neglect, abuse or abrupt

separation from caregivers between the ages of 6 months and about 3 years. Other factors might be frequent change excessive numbers of caregivers or excessive or lack of responsiveness to a child's attempts to communicate. An infant whose primary requirements for food, water, love, comfort and security are poorly met or ignored will be anxious that future needs will not be satisfied and may become acutely mistrustful. The anxieties that surround his own essential life-preserving needs gradually force the child to focus exclusively and aggressively on himself: his acquired insecurities and feelings of rejection are only kept at bay by being in total control of everything around him.

Children with an attachment disorder may be

- superficially charming
- indiscriminately affectionate with strangers
- destructive to self and others
- cruel to animals
- unable to give or receive affection
- inappropriately demanding or clingy

may show signs of

- guilt
- depression
- pseudo-maturity
- passive aggression
- abnormal eating patterns
- repressed anger
- abnormal speech
- poor peer relationships
- erratic behaviour

may lack

- cause and effect thinking
- a conscience
- self-esteem
- impulse controls

may

- ask persistent nonsense questions
- chatter incessantly
- tell lies
- avoid eye contact
- exhibit extreme behaviour – stealing from family, solvent abuse etc.
- sabotage placements (foster-care, school etc.)

need support in order to

- be able to respond positively to a significant other and feel valued
- thrive in the dynamics of a family
- comply to the basic rules of society and to reasonable requests
- have a realistic sense of self and surroundings
- develop a non-confrontational attitude
- accept responsibility for own actions
- manage feelings appropriately

To meet their needs we must

- provide a positive role model
- create win/win situations
- give clear, consistent guidelines and boundaries; yet allow some flexibility
- be honest and truthful, with sensitivity to the young person's feelings

• give calm, measured responses in confrontational situations
• always endeavour to let them know it is their behaviour that isn't liked, not them
• tell them which behaviours annoy/irritate, and tell them why
• allow our emotions to be seen: parents/carers are people too
• support them in building positive relationships
• listen to them: hear what they have to say – but remember, they communicate in more ways than just verbally
• remember that the adult is responsible for helping young people make appropriate, positive attachments
• give them a safe, secure environment to express their innermost feelings, fears, hurt, etc.
• plan with them for their adult life; help them to understand the attachment process and how they can be positive as an adult

At St Paul's as every pupil is unique, the school will respond according to each child's individual needs seeking advice from external agencies as appropriate. Our school is prepared to respond to each pupil's individual needs, and will ensure that it provides a stable, secure environment for all pupils.

Managing Challenging Behaviour

At St Paul's we follow the core principles of **MAYBO** (conflict management) training which are based on a consistent set of outcomes and principles that ensure every learner receives the fundamentals of good practice in person centred approaches. These focus on reducing conflict and challenging behaviours through contributing to a positive environment and culture, with a focus on understanding people's needs and behaviours. This places emphasis on positive communication and relationship building and comprehensive de-escalation skills for the times when emotions rise.

Physical Contact

St Paul's recognises that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics. Various forms of therapy, the administration of first aid and intimate care involve touch. It is also used to reassure and comfort children.

The use of physical handling to support children:

Central to this policy is the understanding that any Physical Intervention used by staff should be in accordance with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted.

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

Staff should consider at all times whether physical intervention is necessary and in the best interests of the individual concerned. This includes considering how a pupil may interpret and react to staff interventions and how this may be influenced by factors including trauma history, Autism, gender and culture.

Behaviour Logging

CPOMs is used to log significant behaviour incidents. SLT are alerted to these incidences.

Exclusions

In the most serious cases, where all interventions have failed or where behaviour is dangerous or a threat to another child or member of staff, we may use exclusions. We do not wish to exclude any child from school, but sometimes this may be necessary. Guidance on

exclusion from schools is given from the DfE document **'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion 2012'.** The Head Teacher and / or the Deputy Head Teacher in consultation with other members of the Senior Leadership Team staff will be responsible for judging whether exclusion is appropriate.

a) fixed term ('temporary') exclusions. This involves the child being asked to remain at home for a defined period. During this period responsibility for the child passes to the parents. The Headteacher informs Governing Body about any fixed-term exclusions beyond five days in any one term.

b) permanent exclusions. The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but in extreme cases a permanent exclusion may be appropriate. The Headteacher will inform the Governing Body about any permanent exclusion. The Governing Body cannot either exclude a child or extend the exclusion period made by the Headteacher. If it is appropriate the school will facilitate a managed move.

Staff Training

At St Paul's School Primary, we ensure we have a whole-school, consistent approach to managing behaviour issues. New staff who join the school receive training in the Restorative Approach and are briefed in the school relationship policy. They are also expected to have a good understanding of attachment disorders and 'Just Right' 'approaches. Refresher training in positive behaviour techniques is provided for all teaching and support staff on a regular basis in order to maintain confidence in our policy.

Parents

Parents are aware of the procedures at St Paul's School and are encouraged to ask about, and become actively involved in Restorative Justice. As a school we offer parenting workshops (e.g. Triple P; Parent Gym) as often as we can and share with parents techniques used in school.

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues
- Review the effectiveness of the policy

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Behaviour and discipline in schools Advice for headteachers and school staff January 2016 Gov.uk)

Subject to the behaviour policy, teachers may discipline pupils for:

• misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

• or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or

- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of a pupil's property and searching pupils.
Property will only be confiscated when it is being used to cause disruption in school, or when the appearance of it in school is in contravention of school rules. It will be returned to the owner after a reasonable time – usually at the end of the school day.
The Education and Inspections Act 2006 gives schools the statutory right to search pupils if they are suspected of concealing weapons. Should, in an exceptional case, a teacher suspect a pupil to be concealing a weapon or stolen property, we will use our discretion as to whether we conduct a search ourselves or call the police to do so.

Equality
The school expects every member of the school community to behave in a considerate way towards others. We treat everyone fairly and apply this policy without prejudice in a consistent and non-judgemental way. Please refer to our Equality and Inclusion Policy for more information.

Monitoring
The effectiveness of the policy will be assessed by: -

- observation of children's behaviour by staff, governors and OFSTED inspectors,
- listening to feedback from pupils in circle time and class discussion,
- discussions with individual pupils, staff and governors,
- termly monitoring of pupils behaviour recorded on SIMS for unacceptable behaviours
- holding staff meetings to review pupil's behaviour,
- school self evaluation.

APPENDICES:

1. School Rules
2. Unacceptable Behaviours
3. Lunchtime Supervision
4. Developing responsible behaviour and attitudes
5. Restorative Justice
6. Bullying
7. Rights of Children, Parents and Staff
8. Just Right Approach
9. Maslow's hierarchy of Needs

Signed:……Headteacher. Date:……

Signed:……Chair of Governors. Date:……

Appendix 1
School Rules

The following principles underpin school rules:

- ✓ The safety and the well being of the school community.
- ✓ Respect and care of people, property and the environment.
- ✓ The individual takes responsibility for his/her actions and exercises self control.

Pupils are given clear, simple and firm guidelines as to the behaviour that is expected of them.

The rules are expressed positively in a form that the children can understand and displayed around the school for adults and children.

The rules are apply to all children, it is important that they are seen to be fairly applied, reasonable and effective. They should know that hurtful and offensive behaviour is not tolerated.

Classes develop and display a set of rules, which are agreed and understood.

School rules

Work and play without disturbing others.

Listen to others and speak politely.

Do what teachers and other adults working in school tell you, straight away.

Keep hands, feet and tongue under control.

Be kind and helpful

Share and take turns.

Be honest and fair.

Look after our school, your own and other people's property.

Walk around the school sensibly and quietly.

Only bring to school, items connected with your school day.

Remember you are responsible for what you do.

St. Paul's Playground Rules

At St. Paul's we want everyone to enjoy their playtimes, to be happy and have fun with one another.

To make this happen, we should:

- Stand still and listen when the whistle blows for instructions
- Always ask for permission from an adult to leave the playground
- Play sensible games (no play fighting / pulling / pushing or hurting one another)
- Play fairly and try to let others join in our games
- Be kind and polite to one another
- Tell people to **STOP** if they are doing something we don't like
- If there is a problem, see a buddy or an adult on duty
- If someone has been injured, tell an adult on duty
- Keep the playground free of litter
- Take care of the playground equipment and respect the role of the playground monitors
- Lead back into school quickly, calmly and quietly

Appendix 2
Unacceptable behaviour

Any behaviour which, whether intentional or through thoughtlessness, intimidates, threatens,

causes physical or emotional hurt, or injures.

This includes-

Name calling

Racial abuse

Verbal abuse

Physical violence

Harassment

Extortion

Damage to, abuse or theft of property

Sexist behaviour

Malicious gossip

Coercion

Exclusion

Spitefulness

Recording
When a pupil's behaviour is becoming a concern, or there is a serious isolated incident this will be recorded on the class log, individual behaviour books or home/school liaison diaries.

Incidents of bullying and racism must be recorded on the appropriate form which is kept in the staff room and returned to the LEA termly.

Appendix 3
Lunchtime Supervision.
The lunchtime supervisors are responsible for maintaining reasonable behaviour in the school hall and playground during the lunchtime period (11.45 - 12.45) in accordance with the school rules.
Children may be sent to a member of the SLT during this period if the lunchtime supervisors consider their behaviour in the hall or playground inappropriate. Lunchtime supervisors will inform class teachers of other incidents of inappropriate behaviour. The class teacher will deal with the matter as laid out in the school behaviour policy and lunchtime procedures document.
If necessary, the Head teacher or Deputy Head will speak directly to pupils.

Children communicating individual concerns
Children will be reminded they can share concerns with any adult employed in the school, who will feed back to the class teacher, in key stage forums, school council meetings and class discussions.

Lunchtime Playground guidelines

Grassy area:
Games allowed in the quiet area are table games such as Lego, draughts or chess, books or comics and paper/pens, or the bridge building set. No balls, bouncers etc. should be taken in and everybody should respect the area as a quiet place to sit, talk and play.
Children should wear a band to ensure that no more than 30 children are in the area at one time. The area used should not go beyond the bank or Year 4 windows.

Football:
When the weather is good enough for the grassy area to be used or a class is at the park, then some football is allowed in a limited area of the playground. On these occasions:

- Football is restricted to an area between that wall and the second cricket pitch (the one closest to the quiet area).
- If a ball goes out of this area the game must stop and one person can go to collect the ball. That person must then carry the ball back into the area before kicking it.
- If the grassy area is closed then **no** kicking is allowed.
- Everyone must always take care of any children crossing through the football area.

General Behaviour Reminders:

- Children must ask an adult to leave the playground at any time – failure to do so will result in 5 minutes 'time out'.
- Other poor behaviour (e.g. rough play, unkind or impolite behaviour, unsuitable use of equipment, lack of respect to monitors or adults) will be reported to the class teacher and 'time out' will be given.

Raffle tickets are used to reward good behaviour.

Appendix 4

Developing responsible behaviour and attitudes.

Through P.S.H.E., Key Stage and School Assemblies, Key Stage forums, class meetings, school council and other opportunities, pupils must be made aware that anti social behaviour is not acceptable.

The caring and responsible aspects of their personality should be developed.

Peer group disapproval of bad behaviour should be encouraged.

Positive relationships should be fostered.

Incidents of bad or unacceptable behaviour should be reported.

Positive listening and communication skills should be developed through circle time and all areas of the school curriculum.

Social Skills: -

make eye contact

listen politely, without interrupting

try to empathise with others

respond politely without shouting or being rude

use peoples names

Negotiating Skills: -

Use compromise and negotiation to achieve a satisfactory outcome.

Children will be encouraged to develop an awareness of the responsibility they have for their actions.

Managing Disruptive Behaviour

Remind children regularly about the rules, rewards, sanctions, so that they know there is always a choice - to break, or not to break the rules!

Use Circle time and Assemblies to provide opportunities for pupils to reflect on their own and other behaviour.

Involve parents / carers in discussions about their child's behaviour and behaviour plans for individual children at an early stage, knowing that home and school are working together works for most children, it can also reinforce the agreed rewards / sanctions.

Watch for signals e.g., a child is becoming frustrated with a particular task or activity, begins to interfere with the work / play of others, comes into the room looking sullen, angry.

Defusing situations

Give the child a responsibility (collecting, taking registers, delivering a message etc.)

Have a word with them in a sympathetic, low key manner.

Distract their attention with something positive.

Ask the child to work in a different group, or on his/her own.

Remove the audience the child is playing to.

Ensure that the child does not lose face (present alternatives, but make sure that there are options you are prepared to accept)

Other considerations
Check your organisation, is the task appropriate for the child, do they understand what they are supposed to do?

Are **you** in the right frame of mind (we all get tired towards the end of term etc!)

Be fair, consistent and calm whatever happens. Sit at the child's level - eye to eye contact, combined with silence from the teacher can be very powerful, or gently touch their hand or shoulder.

Appendix 5
Restorative Justice

WHAT ARE THE KEY ELEMENTS OF RESTORATIVE APPROACHES?
Restorative Approaches are *value–based* and *needs–led***.** They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community children are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.
Restorative Approaches build upon the basic principles and values of humanistic psychology:
 Genuineness - honesty, openness, sincerity.

HOW IS THE RESTORATIVE APPROACH CARRIED OUT?
This learning framework can be used in a wide range of contexts:
A **Restorative Conversation** - A one way conversation, with one person listening and asking questions and the other talking; or a two-way conversation, with both people taking turns to ask and answer questions;
A **Corridor Conference** - A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship;
A **Restorative Conference** - A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play;
A **Restorative Circle** - A facilitated circle involving part or all of a class and/or a staff team.

WHAT IS BEING 'RESTORED'?
This depends on the context and on the needs of those involved. What is being restored is often something *between* the people involved such as:
• Effective communication;
• Relationship, and even friendship;
• Empathy and understanding for the other's perspective;
• Respect;
• Understanding the impact of one's own behaviour on others;
• Reparation for material loss or damage.

However, something may also be restored *within* an individual – for example:
• A sense of security
• Self-confidence
• Self-respect
• Dignity

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).

WHAT ARE THE RESTORATIVE QUESTIONS?
Those affected are invited to share:
1. What happened?
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected?
3. What needs to happen to put things right or to make things better in the future?
This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.
To facilitate such a process requires the ability to:
• establish a respectful rapport with people;
• listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;

• inspire a sense of safety and trust;
• encourage people to express their thoughts, feelings and needs appropriately;
• appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
• encourage those involved in the problem to find their own solutions.

Restorative Approaches in School

WHAT ARE RESTORATIVE APPROACHES?

The 'unique selling point' of a restorative approach is that it offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. However, the approach is much more than a 'behaviour management tool'. In isolation, used as such, it will not be very effective.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline:

Authoritarian Approaches	**Restorative Approaches**
The focus is on:	*The focus is on:*
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
and, as a result;	*and, as a result;*
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour. There is a shift from one model of discipline to the other, at a pace appropriate to the school.

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A **Restorative Circle** - A facilitated circle involving part or all of a class and/or a staff team.

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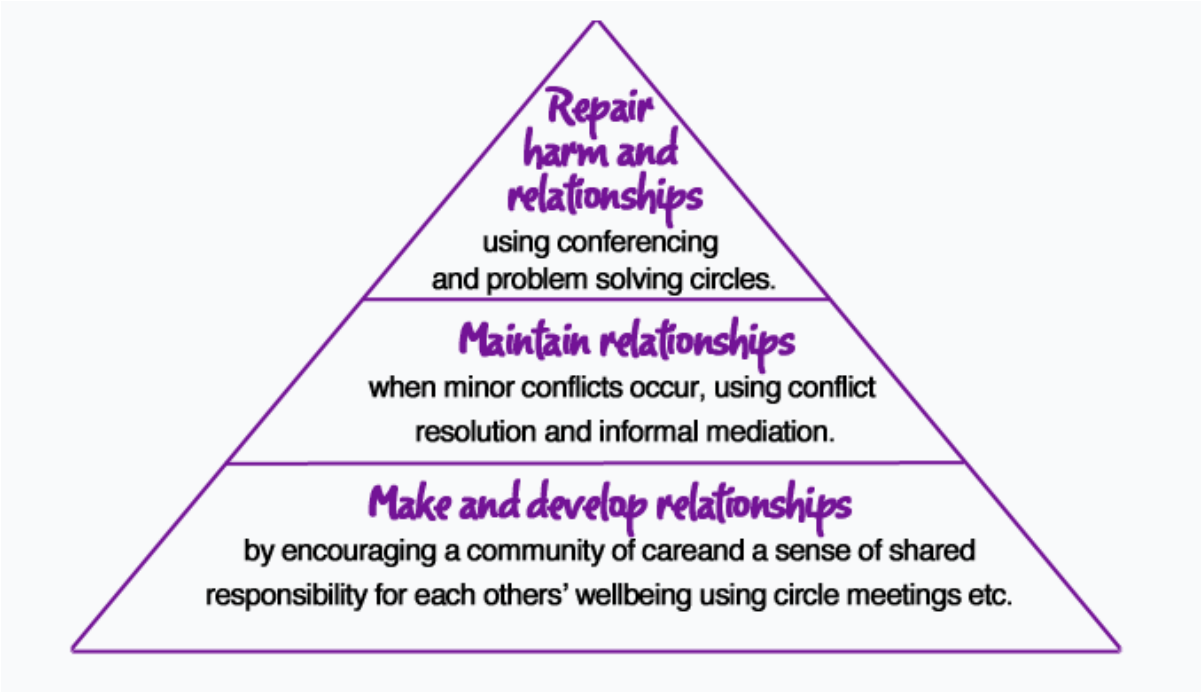
• Empathy and understanding for the other's perspective;
• Respect;
• Understanding the impact of one's own behaviour on others;
• Reparation for material loss or damage.

However, something may also be restored *within* an individual – for example:
• A sense of security
• Self-confidence
• Self-respect
• Dignity

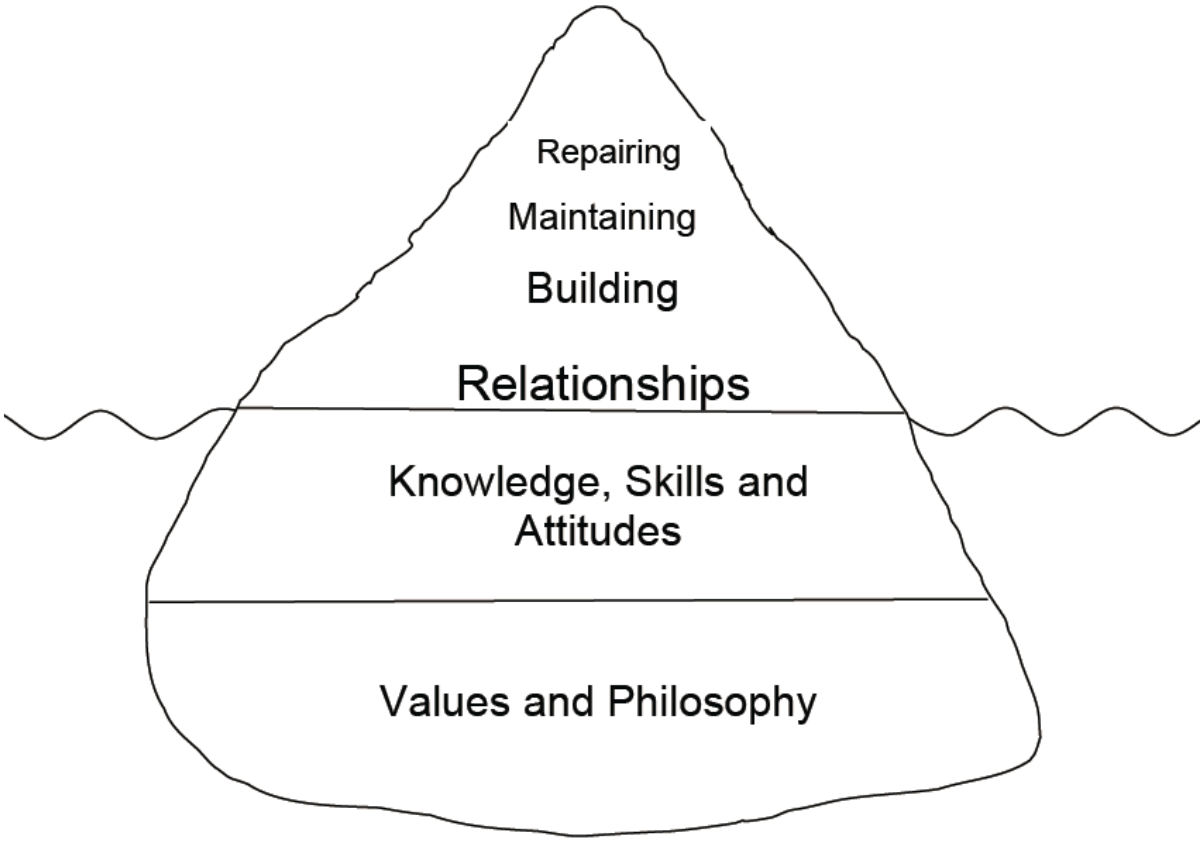
Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).



WHAT ARE THE KEY ELEMENTS OF RESTORATIVE APPROACHES?

- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding – being able to understand another's experience.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better

Such principles and values not only underpin the more formal Restorative Approaches described above, but they can also be practised in our informal, day-to-day interaction with others. Adults who do this 'model' effective ways of building and maintaining emotionally healthy relationships, and promote helpful, pro-social attitudes. In doing so, these adults may well be providing a positive 'social learning context' not readily available to some children in other areas of their lives.
An 'iceberg' metaphor can illustrate a whole-school restorative approach. The diagram below emphasises two points:



- The ways in which the whole school community shares the responsibility to build, maintain and repair relationships are the more visible parts of Restorative Approaches. To be effective these processes need to be underpinned by sound knowledge, skills and shared values.
- By focusing the bulk of our effort on building and maintaining relationships, we will find that fewer things will go wrong and so there will be fewer occasions when relationships need to be repaired.

WHY ARE RESTORATIVE APPROACHES HELPFUL?
Staff, children and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate;
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a
- more relational approach;
- Better relationships amongst children and staff;
- People being more honest and willing to accept responsibility;
- People feeling more supported when things go wrong;
- A calmer, quieter and more productive learning environment.

Appendix 6
BULLYING
What is bullying?

A covert activity often causing distress and fear, leaving little visible evidence and rarely anyone to act as a witness.

It is the wilful, conscious desire to hurt, threaten or frighten someone, over a period of time.

Bullying can be physical or verbal. Name calling can hurt emotionally and be more damaging than physical abuse. Over a long period of time, bullying is known to cause lasting damage throughout adult life.

Current research has shown that no school is immune to bullying.

It is often assumed that bullying is an inevitable fact of life - in fact bullying is much more common in some schools than in others and this does not just reflect the catchment areas. SCHOOLS ARE ABLE TO MAKE A DIFFERENCE.

Preventing Bullying

Make sure that parents and children are fully aware of the school policy on bullying as totally unacceptable behaviour.

Respond quickly and in a positive manner to all incidents of bullying.

Ensure that all staff are actively adhering to the school's Positive Relationship and Behaviour Management Policy.

Ensure that there is a climate of trust and openness in which children and staff can discuss matters that concern them.

Make it clear to children that it is everyone's responsibility to make sure that bullying does not take place - they need to tell someone if they think it is happening.

Appendix 7
Rights of Children, Parents and Staff

Rights of Children
To be able to learn to the best of ability
To be treated with consideration and respect
To be listened to by the adults in the school
To know what is expected
To feel safe
To be treated fairly

Rights of Staff
To be treated with respect, by children, parents, carers and colleagues
To be able to teach without unnecessary interruption
To have all necessary information from parents to enable children's learning to take place

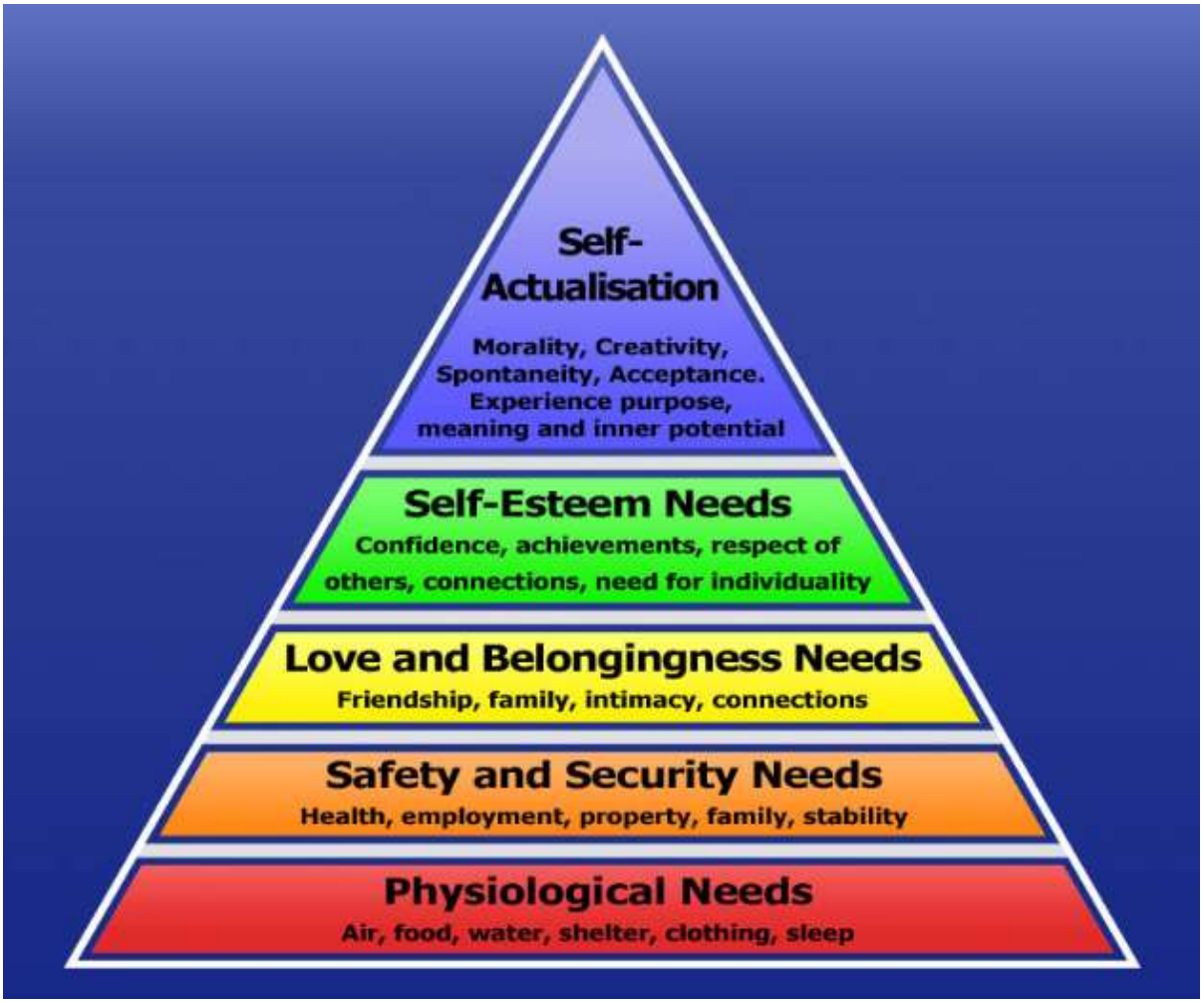
The Rights of Parents
To be sure children are treated fairly and with respect
To know that children are safe
To be able to raise concerns with staff and tell the school if you are not satisfied
To be informed when children are experiencing difficulties
To be informed when children are involved as a victim or a perpetrator of behaviour deemed to be a cause for concern by the school.

Responsibilities of Children
To treat others with consideration and respect
To listen when it is others' turn to talk
To follow instructions from staff
To sort out difficulties without making matters worse
To ask for help if/when needed
To do best and let others learn

Responsibilities of Staff
To create a safe and stimulating environment in which the children can learn
To treat children with consistency and respect at all times
To communicate regularly with parents

Responsibilities of Parents
To get children to school on time and ready to work
To treat other people's children with respect To talk to children about the things they learn in school
To tell staff if children are being bullied or upset
To behave appropriately when in contact with the school

Appendix 8
Just Right Approach

hyper **fast engine**	Exploding Boiling	1. I will immediately ask a teacher to cool down in a different space or take a walk
	Angry Upset	1. I will use my self-talk strategies: - "it's no biggie" - "problems are made to be solved" 2. I will go to the cool down area 3. In the cool down area, I can: - take deep breaths - count to 10 - look at calming books 4. I will stay in the cool down area until I am calm and then I can return to the activity by myself
 engine revving	Frustrated Silly/Wiggly Irritated Excited Nervous	
 calm engine	COOL CALM RELAXED	**I KNOW I AM DOING A GOOD JOB!** **-I am doing my work** **-I am using whole body listening with my teachers and peers** **-I am using a quiet voice** **-I am cooperating with peers** **-I am using expected school behaviors**
slow engine engine off	Sleepy Sad Bored	1. Ask to go to the bathroom 2. Ask to get a drink of water from the drinking fountain 3. Do brain exercises

Appendix 9.
Maslow's hierarchy of Needs