



# MABLETHORPE PRIMARY ACADEMY

## Restorative Practice, Relationships and Behaviour Policy

| REVIEW PROCESS |            |
|----------------|------------|
| FIRST WRITTEN  | 01/01/2022 |
| NEXT REVIEW    | 31/08/2024 |

### Aims and expectations

At Mablethorpe Primary Academy our ethos is

#### A Mablethorpe Child will be



An ambitious, capable learner



An enterprising, creative contributor



An ethical, informed citizen



A healthy, confident individual



#### This means

- We care
- We are proud of ourselves and proud of each other
- We are safe, healthy and happy
- We have good manners
- We strive to be independent learners

At Mablethorpe Primary Academy, we aim to create a happy, safe, caring, 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 Academy, parents, the wider community and the children, all have a vital role to play. As members of the Academy community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Mablethorpe Primary.

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 Academy community feels listened to, valued and respected.

We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused.

This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

**Aims:**

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the Academy community.
- 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 cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the Academy.
- To provide systems which promote positive behaviour and which support all members of the Academy community.
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

We feel it is important that



We are a welcoming community which embraces newcomers into the Mablethorpe Primary Academy family.



We are encouraged to share our opinions and are listened to with respect.



We speak politely, show good manners in school and aim to be punctual.



We look after our Academy environment and make it a pleasant and attractive place.



We learn interesting things and strive to be the best we can be in all that we do.



We all work together to make the school a happy and safe place to be.



We are inclusive and we celebrate differences and value individuals, without stereotyping.



We are all ambassadors for Mablethorpe Primary and represent our Academy positively in the wider community.

To make these ideas more accessible to children we use the following



Be Kind



Be Polite



Be Helpful



Be Respectful



Be a Good Listener



Always do our best

**1.1** It is a primary aim of our Academy that every member of the Academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Academy policy is therefore designed to support the way in which all members of the Academy can learn and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

#### 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.

The Restorative framework is based upon 'knowing the effect that I have on others'.

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.

Members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, 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

Our pupils and staff are considerate of each other and our surroundings and are expected to always behave in a positive way.

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 aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- staff congratulating pupils
- giving children stickers
- whole class rewards
- Individual Dojo reward scheme
- Star of the week certificates/ assemblies
- Attendance certificates and awards.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour.

We expect parents to support the school in maintaining good positive behaviour, which in turn ensures good learning.

We aim to work with parents and keep them informed at each stage of the policy. • As far as possible, parents/carers will be informed of achievements so they can share in their child's success.

- Staff may use the informal chat approach or contact parents/carers by telephone.
- If appropriate, home-school books can be used to send messages home or into the Academy.
- The Parents' Consultations Evenings also provides a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Certificates and stickers that children take home.

Good discipline is the shared responsibility of all staff.

We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

The Academy acknowledges all the efforts and achievements of children, both in and out of Academy. Children receive certificates, recognition in Academy newsletters and in photographs for example for music and swimming. They also receive public recognition in assemblies.

The Academy employs a number of strategies to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation.

**The Restorative Approach** - Building a positive community including rules and high expectations. Children need to know and help set the class rules. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to.

Every class takes part in PSHE based around the Jigsaw Scheme. This time is used to build connections and relationships within the class. During these discussions, expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year. The class will develop their own class rules for learning, circles and behaviour. The agreed rules are on display in the classrooms. Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded.

Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced. This includes losing minutes of Golden Time.

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We strive to avoid:

- **humiliation** - it breeds resentment;
- **shouting** - it diminishes us;
- **over reacting** - the problem will grow;
- **blanket punishment** - this is unjust towards the innocent;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

Membership of the Pupil Academy Council;

- Playground leaders;
- Classroom and school wide monitor jobs;
- Early Years buddies
- Supporting office admin

What are our expectations for pupil and adult conduct?

We are proud we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Assemblies

Staff and children are expected to enter and leave the hall quietly and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner.

Lunchtime

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

At Mablethorpe Primary, we do not distinguish between the authority of one adult to another, regardless of role.

At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground/field rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground/ field rules are being adhered to and that any incidents are being properly dealt with

within the restorative framework. Any serious behaviour incidents should be reported to the duty Senior Leadership Team member for further investigation.

#### Academy uniform

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for uniform is detailed in the prospectus section of the school website, or available in printed form from the office. All members of staff are expected to enforce rules on uniform and challenge children who flout these rules.

#### The Restorative Approach - Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

#### The Restorative Questions:

What happened?

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that?

What each person was thinking and feeling at the time, before and since. Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved?

What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the Academy community?

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 and make amends in their own way.

#### The Restorative Approach and use of consequences

When using consequences at Mablethorpe Primary Academy, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

Staff working within our Academy use active listening skills when dealing with a conflict. This enables them to draw out more from those involved

This may involve

**Encouraging** Tell me some more about that?

**Summarising** So there seem to be several things bothering you And earlier you said.... **Reflecting** So you..... (Repeating back last few words)

**Checking** So did I hear you say.... Am I right in thinking.....

**Empathy** It's understandable that you are worried / upset about this; sounds tough; **Affirmation** Thanks for telling me that; I appreciate you talking about this with me **Clarification** Can you help me understand that more...

We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the Academy community, which expects a high standard of good behaviour. Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

There will be children who due to a range of issues may need additional support, to ensure their actions do not impact negatively on the rest of the Academy community.

These individuals will be supported through

Positive behaviour charts which can celebrate and reward their efforts

Pastoral support plans which detail the agreements and expected actions discussed with the child and parents.

In very rare instances this plan will form the basis of requests for additional advice and support for the pupil from outside agencies such as BOSS (Behaviour outreach support service), Healthy Minds and CAHMS (Child and Adolescent Mental Health Services).

### Curriculum Support

Through our Spiritual, moral, social and cultural (SMSC) and British Values policies, 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 Academy 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. SMSC 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 SMSC 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.

### Implementation of the Restorative Approach - Practicalities

We recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour.

The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils' understanding and development of empathy. This approach is also adapted for other pupils throughout the school.

Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Staff will use their professional judgement as to whether to inform parents verbally of these incidents.

Further incidents may result in a meeting with parents to discuss how best to improve the situation including discussion of rewards, sanctions and outside agency referrals as referenced above.

### Restrictive Physical Intervention

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases the adults dealing with the issue may choose to implement consequences that could range from, loss of privileges to reporting to the Deputy Principal or Principal for a temporary internal/external exclusion and involving external agencies for behaviour monitoring and support.

However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair harm caused.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves);
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

There are staff in the academy who have attended Restrictive Physical Intervention training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. RPI will always be carried out with the child's safety and dignity in mind.

### **The role of parents/carers**

The Academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at Academy.

We explain the Academy rules in the Academy prospectus, and on the website and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the Academy, as set out in the home-Academy agreement. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the Academy has to use reasonable sanctions with a child, we expect parents to support the actions of the Academy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Principal. If these discussions cannot resolve the problem, the complaints procedure through the GDFT is available. A link to the GDFT is available on the Academy website.

### **Fixed-term and permanent exclusions**

Only the Principal (or the acting Principal) has the power to exclude a pupil from Academy. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one Academy year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, make representation about the decision to the governing body. The Academy informs the parents how to make any such appeal.

The Principal informs the Local Authority (LA), about any exclusion and reports to the Academy regularly.

Mablethorpe Primary Academy follows GAT protocols on exclusion as stated in section 14 of the GAT Pupil Behaviour and Exclusions policy. The link to this can be found on the website.

### **Monitoring**

The Principal, deputy Principal, SENCO, FS and KS leaders monitor the effectiveness of this policy on a regular basis and if necessary, make recommendations for further improvements.

Incidents of misbehaviour will be logged on CPOMS( Child Protection Online Management System.) as this also allows for all actions and resolutions and sanctions to also be logged. The class teacher records minor classroom incidents.

The Principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Academy to monitor the rate of exclusions, and to ensure that the Academy policy is administered fairly and consistently.

### **Review**

The Academy reviews this policy as and when required. The Academy may, however, review the policy if the government introduces new regulations, or if the Academy receives recommendations on how the policy might be improved.