



## RESTORATIVE BEHAVIOUR POLICY

Both staff and pupil wellbeing have been considered in the review of this policy.

### AIMS AND EXPECTATIONS

It is the aim of Westfield school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built upon mutual trust and respect for all. It is to this end that Westfield has embraced Restorative practices as its central philosophy, emphasising the belief in fair process and creating a learning environment where everyone feels valued, safe and secure.

#### Aims of this policy

- To become a truly restorative school
- To develop high standards of work and behaviour, this can be constantly and consistently praised and rewarded.
- To promote the values of respect, co-operation, self discipline, consideration and responsibility which underpin good behaviour
- To keep parents and carers clearly informed of their child's progress and behaviour
- To provide clear guidance to staff, pupils and parents about the school's code of practice.

#### General Guidance

- All staff will lead in dealing with children and in reinforcing good behaviour
- All staff will treat all children with equal respect, being calm and polite, raising their voice only in an emergency, or sufficiently to be heard when outside.
- Good behaviour should always be expected and valued.
- Unacceptable behaviour should be dealt with quietly and calmly in a restorative manner, using circle time to address issues which arise.
- Children should be encouraged to adopt a problem solving approach, taking responsibility for their own behaviour.



## **Procedures to be followed during the school day:**

All adults should model appropriate behaviour at all times, working on the basis that respect breeds respect.

### **Classroom behaviour**

- Teachers and pupils are to decide together on a set of class rules at the beginning of the school year and these are to be displayed prominently within each classroom.
- Teachers should ensure compliance and understanding of these throughout the year.

Teachers should keep the promises in children's minds by referring to them frequently, especially at the beginning of term. All staff should look for opportunities to praise individuals and groups whenever they are conforming to these promises

E.g. Thank you for doing as I asked  
Thank you for walking so sensibly  
I noticed you helped.....thank you

Our behaviour policy illustrates the variety of positive rewards to be used.

It is an expectation of all adults working in school that, at all times, they should exhibit a professional and consistent team approach which is welcoming for all pupils.

This will enable PUPILS to have a clear idea of what is expected from STAFF and STAFF will have a clear idea of what is expected from PUPILS



## **Inappropriate behaviour**

- Children who are not conforming to classroom expectations should be reminded firmly and calmly of the rule they are breaking.
- If they contribute to behave inappropriately they should move away from the group for a short period of time out to reflect on their actions
- Upon return they should be accepted into the group and staff should avoid making any negative comments as this only serves to reinforce a negative expectation.

Serious incidents should be dealt with according to the behaviour policy or IBP if one is in place.

Children who are sent to the SEN team, Head teacher or Deputy Head teacher will be dealt with in a restorative way. If part of that interaction is that the child should return to class then they should be accepted back and welcomed unless they contribute with inappropriate behaviour.

## **Playtime behaviour**

Our behaviour policy illustrates the variety of positive rewards to be used.

Verbal praise given whenever examples of good play or behaviour are seen, while going back into school, on returning to classroom after break.

## **Consequences**

- Talk calmly to children about their behaviour
- Report any persistently inappropriate behaviour to class teacher at the end of playtime or lunch so it can be dealt with restoratively
- Serious incidents should be reported to Head teacher or Deputy Head teacher.

## **Children in assemblies**

Assemblies are an opportunity for the school to come together.

As listening is an integral part of assembly staff are expected to listen as well as children, thus modelling appropriate behaviours.



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Children and staff are expected to calmly walk and sit down in the hall without verbal comments.

If a child needs to be spoken to during assembly, every care should be taken to do so discreetly without disturbing assembly. Some behaviour can be dealt with more easily at the end of assembly.

## **Lunchtime**

### **Rewarding good behaviour**

- Lunchtime supervisors are expected to reward good behaviour with sincere verbal praise followed by Thank you.
- Non verbal praise i.e. thumbs up, wink, smile
- Special tasks or responsibilities
- Stickers
- A word with the teacher at the end of lunchtime

### **Consequences of not displaying the required behaviour**

Minor misdemeanours should have the following applied:

- Verbal warning
- Name written in supervisor's book
- Mention to class teacher
- Letter sent home to parents if required
- Persistent inappropriate behaviour will result in a child being excluded from lunchtimes and the Assistant Headteacher / Headteacher will deal with this.

It is important to:

- Avoid confrontation; arguing with a child only escalates the situation, it is better not to respond to a child at all than to argue on their level.
- Criticise the behaviour not the child
- Allow the children a second chance, giving them the option to change and choose more appropriate behaviour.



All incidents of inappropriate behaviour should be dealt with in a restorative way, working with the child to change their behaviour and take responsibility for their actions, rather than punishing them for what they have done.

## **CONSEQUENCES OF NOT DISPLAYING THE REQUIRED BEHAVIOUR**

When lunchtime supervisors observe minor misdemeanours taking place they should rigorously apply the following code:

1. Verbal warning stated in a calm non-aggressive voice.
2. Name written in supervisors' book
3. Liaise with senior midday supervisor and class teacher / SLT for further action

Persistent inappropriate behaviour will result in the child being internally excluded from lunchtimes for a period to be determined by the Deputy Head teacher or Head teacher.

In addition to the above, the following circumstances would initiate the child being immediately removed from the situation and seen by members of the SLT.

- When a child deliberately injures another
- When a child deliberately destroys property
- When a child deliberately and persistently refuses reasonable adult request

At the end of lunchtime when the whistle blows, all supervisors outside will be responsible for making sure children line up sensibly and collect any stragglers, escorting them back to their classroom.

## **SERIOUS SITUATION PROCEDURES**

Whenever a child displays behaviour in the classroom that is not modified at the time by carrying out the steps noted in section 1, the child will be calmly and quietly removed from the teaching area. The SEN team or SLT member should be involved.



## CONSEQUENCES

- Time for a restorative period will be given, either alone or with children who have been harmed in some way. This will be carried out by the inclusion manager or SLT member.
- The parents of the child will be informed by or at the end of the day by the class teacher/SLT to alert them of the situation and elicit their help through discussion of ways of assisting their child to overcome any difficulties they may have which have instigated the inappropriate behaviour, allowing them to find ways of repairing the harm they may have caused.
- If the child is unable to take part in a restorative circle, the parents of the child will be contacted by telephone, if possible to alert them of the situation and request that they take their child home, to return for a restorative circle at a later time.

Where necessary in very serious situations, a child may be excluded for a period of time.

In all such cases, a standard record of the incident and action taken will be added to the pupil's file. Some situations may demand that the child be put on a behaviour plan in order to monitor their behaviour.

In the event of persistent cases of serious situation procedures activated for a particular child, a PSP should be initiated,

- This consists of assessment of overall behaviour of the child
- Completion of behaviour checklists
- Behaviour modification book established in consultation with the child,
- PSP monitoring sheet
- IEP for behaviour.

Where this programme proves unsuccessful in modifying behaviour in the long term, the Chair of governors will be informed to consider future action by the school. The action may consider for example, involvement of other agencies or exclusion under the terms of the LA exclusion policy.

By enrolling a child to our school each parent is expected to consent to our request to join with the school in furthering the aims of the home school agreement.



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The school is committed to the principle of regularly informing parents about positive behaviour in ways such as:

- Daily informal interaction
- Telephone call
- Merit certificates
- House points
- Consultation evenings
- Requested meetings.
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Any concerns that a parent may have with regard to the wellbeing of their child should be discussed in the first instance with their child's classteacher.