

'For the good of all' 1 Corinthians 12

Learning together with courage and kindness

Our restorative approaches involve caring, respectful relationships that are at the core of our behavior culture. We aim to support pupils to learn to behave appropriately and know how to repair relationships. This involves both celebration of things pupils do well and conversations around unexpected behavior.

Adult Consistencies

Visible Adult Behaviours

- Be calm, patient & kind (Curious not furious!)
- Be a positive role model
- Be consistent
- Use clear language
- See and act

Adult non-negotiables

- Meet and Greet using zones of regulation - check ins (am on entry to class, pm on entry to class following lunch)
- Build Positive Relationships
- Use relentless routines
- Match provision to need
- Have restorative conversations
- Recognise and praise expected behaviours with explanation

Child Non-negotiables

- Disrespect of the school environment (purposeful damage)
- Aggressive physical behaviour
- Inappropriate language (swearing, homophobic, racial or sexualised language)
- Leaving the classroom without permission
- Being inside during break time

High Expectations

Be Kind, Be Safe

- Kind words, hands and feet
- Be polite
- Friendly voice, firm voice, ask an adult for help
- First time, every time
- Stop, Opt, Go (Zones)
- Learn from your mistakes
- Try your best
- Allow others to work
- Stay outside at lunchtimes unless it is wet play or unless you have adult permission to be inside

Stepped Procedures

Step 1 – **Reminder** (quickly & quietly)– early intervention to explain to the child why their behaviour choices are unexpected try to understand what the child is trying to communicate

Step 2 – **Warning** – explaining to the child there will need to be a positive intervention if their unexpected behaviours continue

Step 3 – **Intervention** (positive with class adult) - move places in class, time in a quiet space in the classroom for reflection, restorative conversation to support

Step 4 – **Reflection & Reset** – Class adult to have a restorative conversation with the pupil about their behaviour, how they are feeling, how others are feeling and what could happen differently

Step 5 – **SLT positive intervention** – restorative conversation and reminders of expectations

Step 6 – Possible Internal suspension (agreed by Headteacher)

Step 7 – Possible Fixed term suspension (decided by Headteacher)

30 Second Script

- I can see you are feeling Would you like to talk about this?
- Now is the time to Later we will talk about/.....
- This is just a pause...
- We have agreed that we will be.../.... is one of our rules in school...
- How can I help now?
- When you go back I need you to...

Restorative Enquiry

- What happened?
- What were you feeling/thinking when it happened?
- What Zone are you in? How are you feeling now?
- How are other people feeling because of what happened? Were your behaviours unexpected?
- What has been the hardest thing for you?
- What do you need to feel better?
- What needs to happen to put things right?

Recognition

- Verbal praise recognition with explanation
- Dojos
- Stickers
- Whole class rewards
- Talk to parents
- Message parents on class dojo
- Phone calls home
- Handwritten postcard sent home.
- Recognition in special assembly – Headteacher awards
- VAT character & citizenship awards