

Restorative Approaches, Behaviour and Discipline Policy

We all need to be aware that our actions have consequences.

Our positive actions have positive consequences.

Our negative actions have negative consequences.

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'Believe to Achieve'

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1. Philosophy and Aims

Our hope is that our pupils develop skills and character that will help them succeed in life, equipping future citizens to contribute positively to society, understanding that our actions have consequences. Banks Lane's proactive approach to behaviour management encourages pupils to accept responsibility for their actions, show initiative and understand how they can contribute positively to our school community. We use a restorative approach rooted in promoting accountability and seeking to repair any harm caused; pupils are more likely to align positively with this vision if parents/carers are fully supportive of our school's practices and policies.

We recognise that behaviour is communication and some of our pupils have not yet developed the age appropriate skills in order to communicate appropriately. When they find things difficult or challenging many of our pupils will be operating in the instinctual or emotional parts of the brain rather than the thinking brain. Our responsibility as adults is to regulate, relate and reason to help our pupils to develop the skills to communicate their feelings in an appropriate way.

We encourage high standards of behaviour by linking our actions to our Banks Lane Learning Powers of Communication, Collaboration, Curiosity, Resilience, and Reflection. We encourage pupils to express their feelings and develop the skills of regulating their emotions through the 'Zones of Regulation' colours.

We discourage behaviour that undermines learning and confidence, and where pupils are unable to follow our rules we work alongside parents/carers (and where necessary external agencies) to enable every child to behave in a positive manner and make helpful choices.

1.1 Our behaviour policy is rooted in the belief that all members of the school regardless of age, race, colour, religion or disability:

- are of equal value as human beings;
- have a valuable contribution to make to the life of the school;
- grow in independent thought and judgement;
- are responsible for their own actions;
- have an equal voice.

1.2 Roles and responsibilities

The role of the school team is:

- to ensure that the school rules are enforced not only in their own classroom but around school generally;



- to have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability;
- to treat each child fairly and with respect and understanding;
- to expect to be treated with respect by their pupils;
- to keep a record of all incidents if a child misbehaves repeatedly in class. In the first instance, the class teacher deals with incidents. However, if misbehaviour continues, the teacher seeks advice from the SLT or Year Group Leader;
- to liaise with external agencies, such as the LA Inclusion Service or educational social worker, as necessary, to support and guide the progress of each child;
- to contact parents if there are concerns about the behaviour and welfare of the child.

The role of the headteacher is:

- to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy;
- to support the staff in the implementation of the policy, setting standards of behaviour and promoting the home school partnership;
- to keep records of all reported serious incidents of behaviour;
- to notify the school governors of fixed term suspensions and permanent exclusions.

The role of parents/carers is:

- to support their child's learning and to co-operate with the school guidelines, as set out in the home school partnership;
- to support the actions of the school to use reasonable sanctions. 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 contact the SLT and ultimately the school governors.

The role of our pupils is outlined below.

1.3 Our school expectations

Children are expected to follow our rules in the school grounds, on their way to and from school and when on school trips or residential. We will:

- follow our school ethos 'Believe to Achieve' and our 'Home School Agreement';



- be polite and follow instructions;
- complete our work and try our best;
- walk sensibly and quietly;
- respect other people's space and property;
- wear the correct uniform with pride.

2. Reward - Our positive actions have positive consequences

Praise and rewards are linked to our Learning Powers and are used to motivate pupils to make helpful choices building on our culture of achievement and success.

2.1 Rewards (Appendix 1)

- Praise- verbal or written praise
- Encouragement and collecting compliments for the class
- Dojo points and weekly class Dojo winners
- Dojo Totaliser and Dojo Treat/ Individual certificates in assembly
- Gold Medal Award Certificates
- Etiquette Award
- Post Cards and e-cards home and written comments in home/school diary
- Certificates, e.g. for spelling, tables knowledge and reading progress
- Stickers- Positive feedback about work or behaviour
- Headteacher Merit and Awards
- Talk to Parents/Carers
- Positive reports at parent evenings and end of year written report
- Class attendance award -FA Cup for Fantastic Attendance
- Activities led by the School Council
- End of Year 6 achievement awards.

2.2 Zones of Regulation

The Zones of Regulation teaches children the skills toward developing a variety of tools for regulation, social skills, self-care and overall wellness. There is a common language to support positive mental health while also being an inclusion strategy for neurodiverse learners and those who may have specific needs in terms of social, emotional and behavioural development.

The Zones of Regulation communicates all the different ways we feel in to concrete zoned colours - green, blue, yellow and red. (Appendix 2)

2.3 Restorative Approach

Restorative approaches work to resolve conflict between individuals or groups and to repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered harm the opportunity to have their harm or



loss acknowledged and amends made. Teachers will do LLL (Listen, Link, Learn) with the pupils involved in order to teach the restorative skills.

All incidents are dealt with in a fair, consistent manner through the use of question cards carried by all staff:

1. What happened?
2. What were you **THINKING** and **FEELING** at the time?
3. Who has been affected? What harm has been done?
4. What do you **NEED** in order to move on and feel better?
5. What needs to happen **NOW** to put things right?

These questions are intended to help children find a positive outcome for themselves in light of any negative events.

Each day is a new day, each session is a new session and after each episode of negative behaviour it is a new opportunity to recognise positive behaviour.

We strive for a consistent approach but needs and circumstances of the individual will always be considered.

2.4 Behaviour Support Plans

It may be appropriate to implement a Behaviour Support Plan. This is achieved in collaboration with the pupil, parents/carers and our teachers, teaching assistants and SENCO. The plan identifies how we can best support our children to have a positive school experience. Key leads in school get to know our children and families; the involvement of parents/carers is essential if a successful outcome is to be achieved.

It may also be recommended that a child be referred to the Behaviour Support Service. This service supports school in identifying what can reasonably be required of the pupil and advise how else we can best support them.

3. Unhelpful Choices – our negative actions have negative consequences

We have a clear set of escalating consequences for unhelpful choices and behaviour. Consistency and close collaboration with parents are key for our children to feel safe and secure.

3.1 Consequences (Appendix 1)



- Verbal reminder or non-verbal reminder by the class teacher, classroom assistant or lunchtime assistant
- Second reminder - written warning (name on post-it note)
- First Tick by Name
- Second Tick by Name
- Restorative reflection time in the partner class with a restorative approaches form
- Restorative reflection time with teacher during break or lunchtime
- Repeating or completing work at break or lunchtime
- Restorative reflection time with year group leader
- Restorative circle
- Parent/carers contacted

3.2 Escalating Behaviours and staff responses to these.

Pupils may be sent to other classes, Year Group Leaders or SLT. Consequences of this may be:

- phone call to parents/carers;
- suspension from lesson, playground or activity;
- suspension from lesson - working in isolation. This could be in another class or 1:1 with an adult;
- suspension from internal activities - team treats, class treats, special events, loss of privileges;
- restorative meeting with SLT/MLT/Learning Mentor/Parent/Carer;
- fixed term internal suspension in another class;
- fixed term suspension from school;
- permanent exclusion from school.

4. Use of suspensions and permanent exclusion.

A decision to suspend or exclude a pupil from this school will only be taken in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the educational welfare or safety of the pupil or others in school.

Our school takes a very serious view of incidents of this type and in extreme cases the Headteacher has the power to suspend for a fixed period of time or permanently exclude.



Physical violence between pupils is strictly not tolerated under any circumstances, including instances claimed as self-defence. Our school upholds the British value of the Rule of Law, which teaches us that all members of society, including our pupils, must obey the law and that there are procedures in place for resolving disputes, rather than resorting to physical force. This policy reflects the real-world expectation that physical altercations are never an acceptable way to solve problems and will often lead to serious consequences.

Where a pupil has been physically violent towards another, a consequence will be given and an opportunity will also be given to hold a restorative meeting between both sides. Parents will be contacted.

Any acts of physical violence towards a member of staff will likely result in a fixed term suspension. On return from a suspension, a restorative meeting will be held with parents and the pupil in order to support a positive return to school.

A suspension may be used to provide a clear signal of what is unacceptable behaviour in our school. Permanent exclusion is considered where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in our school.

4.1 Behaviours which might result in suspension or exclusion include (but are not limited to):

- Persistent defiance of instructions
- Verbal aggression
- Physical violence
- Bullying
- Racism
- Vandalism
- Theft
- Threats
- Drug related incidents

4.2 For drug related incidents the school will follow LA procedures.

4.3 If a pupil's behaviour leads to an exclusion, school will follow guidelines provided by Stockport LA and parents/carers will be informed of actions taken.

4.4 Further information may be obtained by contacting Children and Young People's Services, Town Hall, Stockport.



Please find below a link to the government document on school suspension and permanent exclusion:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

5. Anti-bullying policy

Our school is committed to a whole school approach against any form of bullying whether it be faith-based, racist, homophobic, cyber-bullying or disability based. If incidents occur we will take the following action:

All incidents will be recorded and investigated as soon as possible using a restorative approach;

- support will be given to the victim and the bully;
- the victim will be offered 1:1 support;
- the bully or instigator will be given opportunities to explain their behaviour. They will be offered support to understand their actions and make amends;
- there will be regular follow-ups, daily in the first instance, to monitor the situation;
- parents of both parties will be kept informed of progress;
- any sanctions that may be applicable will be considered in respect of the school's behaviour policy.

6. Care and Control

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children to prevent injury to a child or a member of staff.

6.1 There are occasions when the restraint of pupils is necessary. Teachers and other persons who are authorised by the headteacher to have control or charge of pupils may use reasonable force to prevent pupils from:

- committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility;
- injuring themselves or others;
- causing damage to property, including their own property;
- engaging in any behaviour, which has a negative impact on maintaining good order and discipline at the school or, among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere.

6.2 All teachers are authorised to use reasonable force to control or restrain pupils. The actions we take are in line with government guidelines on the restraint of children.



6.3 Please find below a link to the government document on the use of reasonable force:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

7. Monitoring the behaviour and discipline policy

The role of governors is to support the headteacher in carrying out the guidelines on standards of discipline and behaviour and to review their effectiveness and to advise the headteacher about particular disciplinary issues.


7.1 We believe that this policy underpins the wellbeing of the life of the school.

7.2 This policy will be reviewed annually by the SLT.





7.3 The Governing Board will be informed about the effectiveness of the policy annually and if necessary will make recommendations for further improvements.

Consequences Chart

We encourage pupils to accept responsibility for their actions, show initiative and understand how they can contribute positively in our school community. Our positive actions have positive consequences and our negative actions have negative consequences.

Positive Consequences	Negative Consequences
<p>Individual Dojo Awards:</p> <ul style="list-style-type: none"> ✓ Bronze certificate awarded in class ✓ Silver certificate awarded in class ✓ Gold certificate awarded in class ✓ Year Group Leader certificate awarded in assembly ✓ Headteacher certificate awarded in assembly <p>Team Dojo Awards:</p> <ul style="list-style-type: none"> ✓ Weekly winning team ✓ Half termly winning team award and treat <p>Individual Awards:</p> <ul style="list-style-type: none"> ✓ Praise ✓ Stickers ✓ Parent/carers contacted ✓ Weekly Gold Award ✓ Headteacher Merit Trophy ✓ Headteacher Award Lanyard <p>Class Awards:</p> <ul style="list-style-type: none"> ✓ FA cup for 'Fantastic Attendance' ✓ Etiquette Award <p>Your Teacher may also use additional rewards within your classroom</p> 	<p>Level 1 – Low level poor behaviour and attitude;</p> <ul style="list-style-type: none"> • Verbal or non-verbal reminder of expectations • 2nd Reminder (name written down on a post-it) • First tick by name • Second tick by name • Restorative conversation with TA or teacher <p>Level 2 – Continued poor attitude and behaviour;</p> <ul style="list-style-type: none"> • Complete work at break or lunchtime • Restorative reflection time with teacher during break or lunchtime • Reflection time in another class with a restorative approaches form • Restorative reflection time with Year Group Leader • Parent/Carer contacted <p>Level 3 – Persistent and escalating behaviours;</p> <ul style="list-style-type: none"> • Suspension from lesson, playground or activity • Fixed term internal suspension in another class or 1:1 • Restorative meeting with YGL/teacher/parent/carers • Fixed term suspension from school • Permanent exclusion from school <p>Level 4 – Significant incident of anti-social or aggressive behaviour;</p> <ul style="list-style-type: none"> • Parental meeting with class teacher, YGL, MLT/SLT as appropriate • Suspension of break/lunch time for a specified length of time • Suspension from internal activities – team treats, class treats, special events, loss of privileges • Suspension from external activities – school trips, offsite learning. • Fixed term internal suspension in another class or 1:1 • Fixed term suspension from school • Permanent exclusion from school

The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad</p> <p>Bored</p> <p>Tired</p> <p>Sick</p>	<p>Green Zone</p> <p>Happy</p> <p>Focused</p> <p>Calm</p> <p>Proud</p>	<p>Yellow Zone</p> <p>Worried</p> <p>Frustrated</p> <p>Silly</p> <p>Excited</p>	<p>Red Zone</p> <p>Angry</p> <p>Panicked</p> <p>Terrified</p> <p>Out Of Control</p>