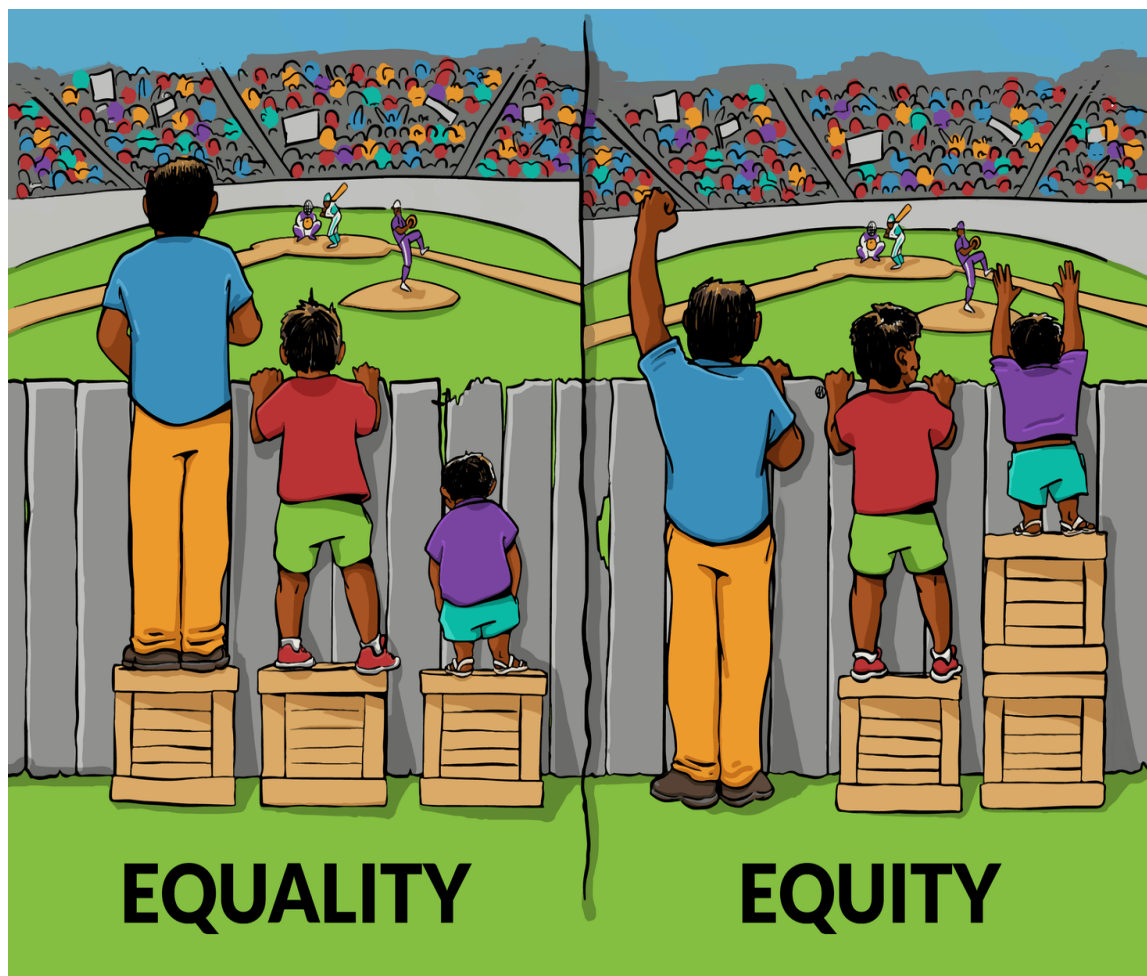
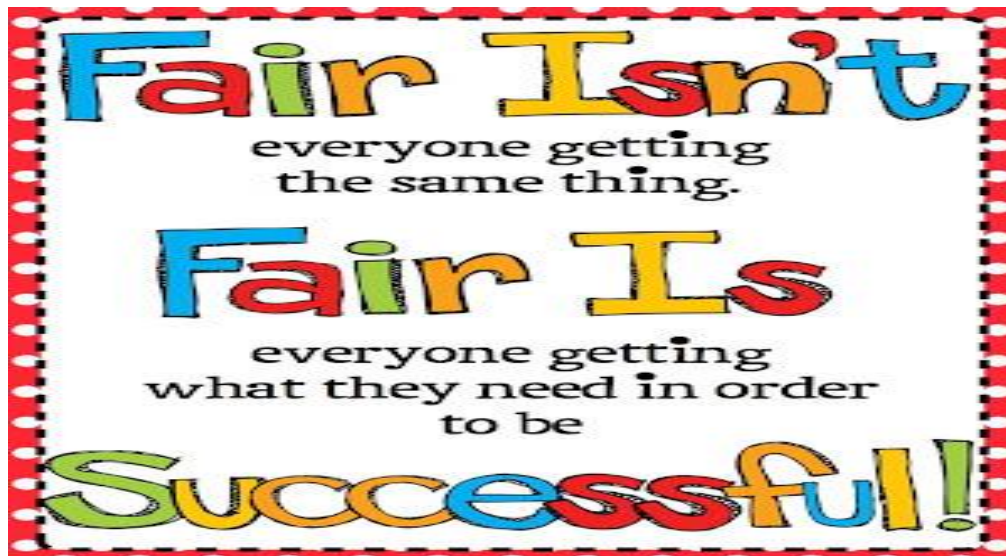


We value fairness when dealing with pupil behaviour.
Everyone should follow this.....



Restorative Approaches are used throughout the school where possible when harm has been caused by inappropriate, sometimes thoughtless, negative behaviour. All sides need

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

Using this approach children feel fairly treated and respected, since they have been trusted to find solutions for themselves and put things right in their own way. Because they have been listened to, people in conflict are more ready to listen to others' perspectives and emotional responses, and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develop.

These Questions can be used by staff when carrying out restorative discussions –

When challenging behaviour:	To help those affected:
<ul style="list-style-type: none">• What happened?• What were you thinking of at the time?• What have you thought about since?• Who has been affected by what you have done?• In what way have they been affected?• What do you think you need to do to make things right?	<ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?

Golden time is used in every class to celebrate their smart choices, effort and maintaining expectations and each child has the opportunity to earn 30 minutes each week. Children discuss Golden Time with their class teacher and choose how to spend their time. On a Friday children spend time doing special, enjoyable activities. During Golden Time if a children has not earned all their time they will use some of their time to reflect on why they did not earn all their Golden Time. Parents will be notified of any Golden Time which is not earned.

Consequences for Negative Behaviour may be used

All incidents are dealt with on an individual basis and in relation to the context and the needs and circumstances of the individuals concerned. Staff will use their discretion and take on board all the background information when dealing with issues.

How to deal with this?

In the playground we operate a three step system.

Step One

A discussion will take place about the situation/behaviour, using restorative approaches

Step Two

A warning is issued and a discussion will take place around the next step

Step Three

Loss of playtime/lunchtime and the children will complete a playground reflection sheet, which will be sent home to parents to discuss with their child and to sign then return to school.

Here is the set of guidelines we will follow in all behaviour situations

1. Reinforcement of expectations through the use of restorative approaches as necessary.
2. Issue a warning as necessary
3. For repeated behaviour there will be an appropriate consequence in agreement with those involved.
4. If there is no improvement then there will be a Pupil discussion with the Head Teacher
5. Record incident/concern in the behaviour log
6. For ongoing or more serious behaviour, parents will be notified in person, by phone or by text asking them to make an appointment to come into school to discuss the concern. A solution focussed approach will be followed and next steps will be discussed with parents, pupil and staff.
7. If necessary create an individual target behaviour programme.
8. If there are still concerns advice will be sought from outside agencies.
9. If the behaviour in question causes a real concern to the safety and wellbeing and the learning of others of themselves then the Authority Exclusion Guidelines can be followed