



Manor Wood Primary

Restorative Practice Behaviour Policy



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1. Introduction

1.1 At Manor Wood Primary School, we are committed to fostering a learning community where every member feels safe, respected, and valued. This policy outlines our approach to behaviour, emphasising Restorative Practice (RP) to build and maintain positive relationships.

1.2 We believe that all pupils have the right to be educated in an environment free from disruption by others. This policy aims to nurture confident and reflective pupils, promoting their self-esteem and cultivating a positive ethos that fosters an optimal learning environment.

1.3 We recognise that good behaviour is fundamental for creating an environment conducive to effective teaching and learning. We believe that fostering positive behaviour involves a combination of meaningful praise and rewards, establishing strong relationships between staff and pupils, and providing engaging and impactful teaching and learning experiences.

1.4 To ensure its effectiveness, we are committed to consistently implementing appropriate consequences when pupils fail to meet the behaviour expectations of our school.

2. Core Principles of Restorative Practice

2.1 Restorative Practice is a philosophy that prioritises repairing harm and strengthening relationships when conflict or misbehaviour occurs.

2.2 Our approach is underpinned by the following principles:

- **Respect:** Treating everyone with dignity and valuing their perspectives.
- **Responsibility:** Encouraging individuals to take ownership of their actions and their impact.
- **Repair:** Working to fix the harm caused by misbehaviour and finding ways to move forward.
- **Reintegration:** Supporting individuals to positively reintegrate into the school community.

2.3 We believe that by using restorative approaches, we can teach children to make better choices in the future.

3. Aims

3.1 This policy aims to:

- Provide a consistent approach to behaviour management in our school.
- Create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn.
- Develop pupils' self-regulation, empathy, and conflict resolution skills.
- Ensure fairness and consistency in responding to behaviour.
- Clearly outline expectations for behaviour and the consequences of not meeting them.
- Maintain and strengthen relationships within the school community.
- Promote a positive learning environment in which all children are able to succeed through positive behaviour support systems.

4. Expectations for Behaviour

4.1 We expect all members of our school community – pupils, staff, parents, and visitors – to:

- Treat each other with respect and kindness.
- Listen to and value different perspectives.
- Take responsibility for their actions.
- Contribute to a positive and safe learning environment.

4.2 These expectations apply in all school settings, including classrooms, playgrounds, hallways, school trips, and online interactions related to school.

4.3 Staff are expected to:

- Clearly communicate expectations and boundaries to pupils, ensuring they understand behavioural and academic standards.
- Promote respect and positive behaviour among pupils, fostering a culture of inclusivity.
- Encourage self-reflection and accountability when pupils make negative choices, guiding them toward positive alternatives.
- Foster self-motivation and independence by providing opportunities for pupils to take ownership of their learning.
- Cultivate self-esteem and self-respect in pupils by recognising their strengths and achievements.
- Celebrate children's efforts and accomplishments to motivate and inspire them.
- Maintain an organised and engaging learning environment tailored to individual pupil needs.
- Respect pupils' perspectives and create a safe space for open dialogue.
- Lead by example, demonstrating high standards of presentation, respect, and learning behaviours.
- Collaborate with relevant staff members to support and guide each pupil's progress.

Children are expected to:

- Demonstrate respect towards staff, peers, and the learning environment at Manor Wood Primary School.
- Uphold the positive reputation of Manor Wood Primary School in the community, both within and outside of school premises.
- Comply with the anti-bullying procedures and promptly report any instances of bullying to a staff member.
- Receive fair and equitable treatment and actively contribute to establishing classroom rules that align with the behaviour policy.
- Benefit from consistent and encouraging support from staff members to foster positive behaviour.

5. Promoting Positive Behaviour

5.1 We use a variety of strategies to promote positive behaviour:

- **Proactive Circles:** Regular class circles to build relationships, discuss values, and set expectations.
- **Modelling:** Staff consistently model positive behaviour and language.

- **Praise and Encouragement:** Recognising and celebrating positive behaviour and achievements.
- **Explicit Teaching:** Teaching social and emotional skills, including empathy, communication, and conflict resolution.
- **Positive Relationships:** Building strong connections between staff, pupils, and families.
- **Reward System:** Children can receive recognition of their positive behaviour and attitude through Team Points and Team Rewards.

6. Responding to Inappropriate Behaviour

6.1 We address inappropriate behaviour in a fair and consistent manner, with a focus on understanding the harm caused and finding solutions.

6.2 Restorative Conversations:

- Most incidents are initially addressed through restorative conversations, using active listening and restorative questions.
- The aim is to help the individual understand the impact of their actions and identify ways to repair the harm.
- We aim to separate the deed from the doer.
- Restorative conversations can only take place when a child is regulated; staff must use their judgment and allow time for this.

6.3 Restorative Meetings/Circles:

More serious incidents may require a structured restorative meeting or circle involving all affected parties.

- These meetings provide a safe space to:
 - Share perspectives.
 - Explore the impact of the behaviour.
 - Develop an agreement to repair the harm and prevent recurrence.
- Restorative Conferences:
 - A restorative conference, where parents/carers may be invited to give input, may be required for the most serious, or repeated, incidents.
 - This is a meeting with all affected parties, impact statements may be shared, and will always include a member of SLT.
 - During the conference, an agreement is made; this will include recording actions or promises that the individual needs to agree to so that the conflict can be put right and does not happen again.

6.4 Consequences:

- While Restorative Practice prioritises repairing harm, consequences are sometimes necessary to:
 - Ensure the safety and well-being of others.
 - Help the individual understand the seriousness of their actions.
 - Uphold the expectations of the school community.

- Consequences are applied fairly, consistently, and proportionately, considering the individual circumstances and the severity of the behaviour.
- The child will be involved in restorative conversations and be part of deciding upon consequences.
- Where possible, logical consequences are used (e.g., you broke something – you fix it; you made a mess – you clean it up).
- Consequences *may* include:
 - Non-verbal cue
 - Verbal reminder of expectations
 - Warning
 - Restorative conversation
 - Logical consequence
 - Verbal or written apology or reflection
 - Loss of privileges
 - Repairing damage
 - Internal exclusion for a fixed term
 - Behaviour contract / passport
 - Referral to senior staff (eg. Phase leaders, AHT/DHT, SENCO, Behaviour Lead, HT)

6.5 Behaviour Escalation and Consequences:

The school uses a leveled system to address and support behaviour concerns:

Examples of behaviour at each level (guidance only, behaviour at each level may include but is not limited to the examples below and may vary based on context).

- **Level 1:** Examples of behaviour could include not completing work, not paying attention, littering, talking out of turn, running in corridors, not lining up quietly, uniform issues, deliberately failing to follow instructions, unkind words, teasing.
 - **Level 2:** Examples of behaviour could include repetition of Level 1 behaviours, being deliberately rude or disrespectful, repeated low level verbal/physical abuse.
 - **Level 3:** Examples of behaviour could include repetition of Level 2 behaviours, fighting, deliberately damaging property.
 - **Level 4:** Examples of behaviour could include fighting and deliberate damage on more than one occasion, racist or misogynistic behaviour, serious/repeated intimidation, physically assaulting others, major theft, bullying.
- Examples of staff response and escalation at each stage:
 - **Level 1:** Behaviour addressed by staff member who encounters it. If isolated incident this would not normally be shared with parents but may be passed on to class teacher.
 - **Level 2:** Reported to class teacher, who will talk to the child and address it. An informal message may be sent home by the class teacher to arrange a phone call home or teacher may speak to parents informally at the end of the day.
 - **Level 3:** Reported to Phase Leaders. Parents informed formally by class teacher or Phase Leader for repeated incidents either by phone call or face to face meeting; incident recorded. Phase Leader decides consequence.

- **Level 4:** Reported to SLT. Parents informed formally – this would usually involve Senior Leaders and may include a face to face meeting; restorative conference may be required. Incident recorded, SLT decides consequence. Consistent Level 1 and 2 behaviours (5+ instances) are also recorded and followed up by SLT.
- Possible consequences at each level include:
 - **Level 1:** Non-verbal cue, verbal reminder, warning, restorative conversation, logical consequence.
 - **Level 2:** Verbal reminder, warning, restorative conversation and involvement of class teacher, logical consequence. Parents may be informed informally.
 - **Level 3:** Warning, restorative conversation, sent to Phase Leader for restorative conversation, internal exclusion*, parents informed formally, parents may be required to pay for damages.
 - **Level 4:** Sent to a member SLT for restorative conversation, restorative conference will usually be needed involving those impacted and impact statements may be shared, Parents will be informed formally and this may include face to face meeting which could involve SLT, potential loss of playtime or lunchtime play, potential internal/external exclusion*.

* Where internal exclusion or loss of playtime/lunchtime play for more than one day is the decided consequence, class teachers will provide the child with an RP project to complete during this time.

6.6 Exclusions:

- Exclusion (fixed-term or permanent) is used only as a last resort, when all other strategies have been exhausted, or when the safety and well-being of others are at significant risk.
- Any decision to exclude a pupil will be made in accordance with statutory guidance and school policies.
- Restorative approaches will be used where appropriate to support the pupil's reintegration following an exclusion.

7. Specific Behaviour Concerns

7.1 Bullying:

Please refer to our separate Anti-Bullying Policy.

- Bullying is unacceptable and will not be tolerated.
- We take all incidents of bullying seriously and will respond promptly and effectively.
- Our approach to bullying involves:
 - Clear definition and awareness-raising.
 - Restorative interventions to address the harm caused.
 - Support for both the victim and the perpetrator.
 - Preventative education.

7.2 Child-on-Child Abuse:

- We recognise and address child-on-child abuse, including physical, emotional, sexual, and online abuse.
- We provide education on healthy relationships, respectful behaviour, and safeguarding.
- Incidents of child-on-child abuse are recorded and responded to appropriately, with safeguarding procedures followed.

7.3 Aggressive Behaviour:

- Aggressive behaviour towards staff or other pupils is unacceptable.
- We will take steps to ensure the safety of everyone involved.
- Restorative approaches will be used to address the behaviour and its impact, alongside appropriate consequences.

8. Support for Pupils with Additional Needs

8.1 We recognise that some pupils may require additional support to meet our behavioural expectations.

8.2 We will make reasonable adjustments to our approach to ensure it is accessible and appropriate for pupils with SEND, social, emotional, and mental health (SEMH) needs, or other individual circumstances.

8.3 This may include:

- Individualised support plans
- Use of visual aids and communication tools
- Collaboration with parents/carers and external agencies
- Risk Assessment: A personalised Risk Assessment for a pupil is a tailored plan to ensure their safety and well-being by identifying and managing specific risks, with parents being fully involved in its creation. It is a proactive approach that moves beyond general school-wide policies to address the unique needs of an individual pupil.

9. Roles and Responsibilities

9.1 All Staff:

- Model positive behaviour.
- Promote and implement this policy consistently.
- Build positive relationships with pupils.
- Address inappropriate behaviour in a fair and restorative manner.
- Maintain accurate records of behaviour incidents.

9.2 Senior Leadership Team:

- Provide leadership and guidance on behaviour management.
- Oversee the implementation of this policy.
- Ensure staff are trained in Restorative Practice.
- Make decisions regarding serious consequences, including exclusions.
- Monitor and evaluate the effectiveness of the policy.

9.3 Governing Board:

- Approve and review the Behaviour Policy.
- Ensure the policy complies with legal requirements.
- Support the school in promoting positive behaviour.

9.4 Parents/Carers:

- Support the school in promoting positive behaviour.
- Work in partnership with the school to address any concerns.
- Communicate openly and honestly with the school about their child's behaviour.

9.5 Pupils:

- Contribute to a positive learning environment.
- Treat others with respect.
- Take responsibility for their own behaviour.
- Participate in restorative processes when appropriate.

10. Monitoring and Review

10.1 This policy will be reviewed regularly to ensure its effectiveness and compliance with current legislation and best practice.

11. Communication

11.1 This policy will be made available to all staff, parents/carers and pupils.

This revised policy aims to provide a comprehensive framework for behaviour management at Manor Wood Primary School, maintaining the integrity of Restorative Practice while ensuring a safe, respectful, and effective learning environment for all.

This Restorative Practice and Behaviour Policy was adopted by Manor Wood Primary School on 25th April 2024

Chair of the Local Governing Board: Mrs K Adams		
Signature:	<i>Kim Adams</i>	Kim Adams
Frequency of review:	1 year	
To be reviewed by:	Manor Wood Primary School Local Governing Board	
Date of next review:	April 2026	

REVIEW RECORD

Date of review	Reason for review	Date of next review
April 2025	- As per review schedule	April 2026

Name:	Kim Adams	Signature:	<i>Kim Adams</i>
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on behalf of MWPS Local Governing Board

Date of review	Reason for review	Date of next review
July 2026	Review of escalations and consequences Addition of Risk Assessment to section 8	April 2026

Name:	Kim Adams		<i>Kim Adams</i>
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on behalf of MWPS Local Governing Board

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Name:		Signature:	
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on behalf of MWPS Local Governing Board