Manor Wood Primary

Behaviour and Restorative Practice Policy

Owlcotes Multi-Academy Trust

Revised Manor Wood Primary School Restorative Practice Behaviour Policy

This policy should be read in conjunction with the OMAT RPI policy, including the Use of Reasonable Force In schools guidance

Introduction

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.

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.

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 establishing strong relationships between staff and pupils, consistent use of meaningful praise and rewards, and providing engaging and impactful teaching and learning experiences.

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

Core Principles of Restorative Practice

We pride ourselves at Manor Wood in the use of restorative practice to address, teach and build reliance and understanding within our community. Restorative Practice is a philosophy that prioritises repairing harm and strengthening relationships when conflict or misbehaviour occurs.

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.

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

We understand all behaviour is communication and alongside our restorative practice will endure to support children in communicating their wants and needs in a calm and respectful manner.

Aims

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.

Expectations for Behaviour

Our behaviour policy is based on these key principles:

- Building positive relationships
- High expectations for all
- Rules and responsibilities that are understood by all
- Consistent approaches through restorative practice

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.

At Manor Wood all members of our school community are reminded of and should adhere to our 4 main school rules:

- **BE KIND**
- **BE READY**
- **BE RESPECTFUL**
- **BE SAFE**

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

Our 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 recognizing 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.

Our 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.

Promoting Positive Behaviour

To promote a sense of belonging and community, all children and adults in school belong to a house team:

- Hedgehogs
- Woodpeckers
- Squirrels
- Foxes






Our four house animals represent our core school values and expectations. While each pupil belongs to a specific house, these animals serve as guides for all pupils. We encourage every child to develop the strengths of all four animals, regardless of their house affiliation.

The Hedgehog: Thoughtful & Gentle

- **Core Traits:** Mindfulness & Kindness
- **Attributes:** Caring, patient, and considerate. They remind us to be gentle, thoughtful and take our time to build trust.

The Fox: Clever & Adaptable

- **Core Traits:** Resourcefulness & Curiosity
- **Attributes:** Quick-witted, creative, and a natural problem-solver. They teach us to think outside the box and embrace change with curiosity.

The Woodpecker: Determined & Enthusiastic

- **Core Traits:** Perseverance & Passion
- **Attributes:** Persistent, focused, and goal-oriented. They embody the value of grit, showing us the importance of hard work and staying enthusiastic until the job is done.

The Squirrel: Organised & Prepared

- **Core Traits:** Preparedness & Playful Energy
- **Attributes:** Helpful, organised, and forward-thinking. They teach us the importance of being ready for the day ahead while keeping our energy high.

Children are encouraged to earn "team points" for their team which are collected by stamping their positive behaviour card. Children gain stamps for their positive contributions in lessons, by demonstrating our school values and adhering to our school rules. The more stamps that are collected, the more children contribute to their teams achievements and the more opportunities they will have to be chosen at the end of the term for a team reward.

- When a child completes their card, they will earn a sticker of recognition and their card will be put into their team basket
- At the end of each half-term, the team with the most cards receives a team reward
- At the end of each full term, two cards are picked from each team's basket from the whole school where children will receive an individual reward (eg. book token or voucher)

Children are also recognised for their efforts and achievements in school through fortnightly celebration assemblies. Children will be presented with a certificate to congratulate them on their efforts and achievements.

Teachers send postcards of recognition home to children who have been recognised as going above and beyond with their contributions to school life, their learning achievements or behaviours demonstrating our school values.

The Headteacher selects one child from each class, each term to celebrate their achievements through a meeting with the Headteacher. Eg. 'Hot chocolate with The Head', 'Easter egg with The Head' and 'Ice-cream with The Head'.

Other ways in which we promote positive behaviour and sense of community and belonging in school are:

- **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.

Responding to Inappropriate Behaviour

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

Restorative circles and conversations

Most incidents are initially addressed through restorative circles and 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. Restorative conversations can only take place when a child is regulated; staff must use their judgment and allow time for this.

All parties must be invited to the circle and the following questions are to be asked. Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The aim is to help the individual understand the impact of their actions and identify ways to repair the harm.

An example of the process followed when conducting restorative conversations:

To help those harmed by others actions:

- What happened?
    - *Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.*
- How did you feel at the time?
    - *What each person was thinking and feeling at the time, before and since*
- What do you think needs to happen to make things right?
    - *How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?*

To respond to those who caused harm by their actions:

- What happened?
- How did you feel at the time?
- How has the victim been affected by what you did?
- What do you think you need to do to make things right?

Restorative Conferences

More serious or recurring incidents may require a more structured restorative conversation or conference 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.

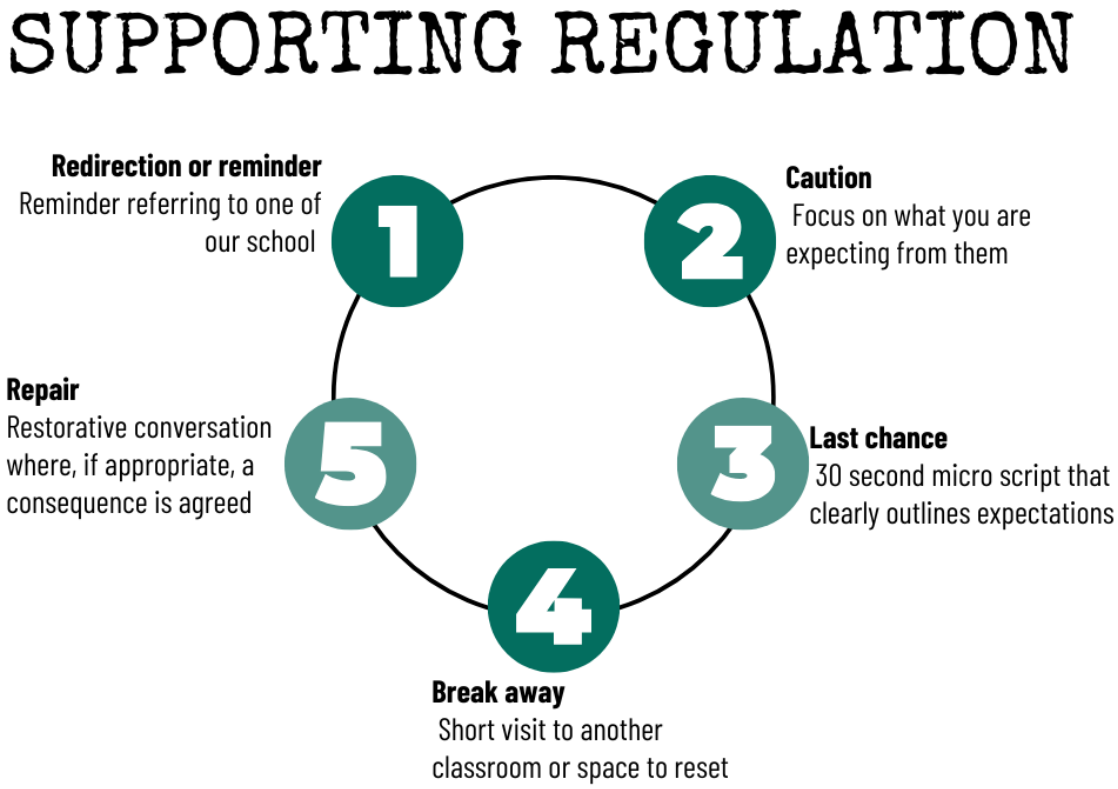
In the event of a restorative conference:

- parents/carers may be invited to give input
- impact statements may be shared
- A member of the SLT would lead the discussion (Headteacher, Deputy Headteacher, Assistant Headteacher, Birth to Five Manager, DSL or Phase Leader)

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.

Understanding and supporting challenging or inappropriate behaviour

This diagram demonstrates the steps taken when managing challenging or inappropriate behaviour:



Children must have the opportunity to correct their behaviour through teachers giving clear expectations about the behaviours they want to see.

An example of 30 second micro script :

- I have noticed that you are … (describe the observed behaviour)
- At Manor Wood we… (Refer to the school rules/ethos)
- Because of that you need to… (Refer to an action to support the behaviour)

- Do you remember last week/yesterday/this morning… (Refer to previous positive behaviours)

- This is what I need to see now

An example narrative might be:

I have noticed you are turning around a lot and distracting others this morning. At Manor Wood we are respectful and this means letting others learn without disruptions. Because of that I need to see you facing the right way and listening carefully. Remember yesterday morning during Maths? You concentrated so well, stayed in your seat and worked really hard to complete your fractions table. This is what I need to see now.

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, proportionate, 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 apology.
- Written reflection.
- Loss of privileges.
- Restitution (e.g., repairing damage).
- Internal exclusion for a fixed term.
- Behaviour contract.
- Referral to SLT

Behaviour Escalation and Consequences:

The school uses a levelled 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).

Behaviour Level		Intervention Person Responsible Actions required	Possible Consequence
Before level one is discussed children must have the opportunity to correct their behaviour using the 30 second intervention script and being reminded of behaviour expectations.		Adult working with the child/class teacher: ● Day to Day classroom management ● 30 second intervention used	Verbal reminder, warning, restorative circle or conversation
Level 1 Expected/ low level behaviour	If the above behaviour is repeated then it moves to a level 1. Examples of behaviour may include: not completing work, throwing small items, 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.	Adult working with the child/class teacher to: ● to speak to the child and communicate your concerns. ● Give the child a clear target to improve. ● Give child the opportunity to suggest something that would improve their behaviour (change of space/time out/brain break etc)	Verbal reminder, warning, restorative conversation, logical consequence.
Level 2	Examples of behaviour may include: The repetition of Level 1 behaviours, being deliberately rude or disrespecting adults or pupils, repeated low level verbal/physical abuse.	Class teacher to: ● Speak with child and communicate concerns. ● Issue relevant sanction if appropriate. ● Explain that if no improvement it will move to a level 3 ● Log on CPOMs	Verbal reminder, warning, restorative conversation and involvement of class teacher, logical consequence. Parents/carers may be informed informally.
Level 3	Examples of behaviour may include repetition of Level 2 behaviours, deliberately damaging property	Class teacher with Phase Leader ● Speak with child and communicate concerns. ● Issue relevant sanction if appropriate. ● Call/Meet with parents ● Log on CPOMs	Verbal reminder, warning, restorative conversation and involvement of class teacher, logical consequence. Parents/carers may be informed informally.
Level 4	Examples of behaviour may include: fighting and deliberate damage on more than one occasion, racist or misogynistic behaviour,	Class teacher with Phase Leader/AHT/DHT. ● Speak with child and communicate concerns. ● Issue relevant sanctions if appropriate. ● Call/meet with parent/carer	Warning, restorative conversation, sent to Phase Leader for restorative conversation, internal exclusion*, parents/carers informed formally, parents/carers may be

	serious/repeated intimidation,, major theft, bullying.	● Log on CPOMs ● Escalate	required to pay for damages. *SLT to be informed of all level 4 incidents*
Level 5	Physically assaulting others in an act of frustration or anger	Alert AHT/DHT/Headteacher immediately Investigation into the events that have happened so that relevant consequences can be put in place.	Sent to SLT for restorative conversation, restorative conference will usually be needed involving those impacted and impact statements may be shared. Parent/carers will be informed formally and this may include face to face meeting which would involve SLT Immediate loss of privileges Internal/external suspension.

Roles and Responsibilities

At Manor Wood Primary School, we all have a part to play in ensuring that our school is a safe and purposeful learning environment.

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently following our expectations.

We expect every adult in school to:

- Meet and greet at the start of the school day "Good Morning ____"; Great to see you today ____"
- Refer to the three rules 'Be Kind, Be Ready, Be Respectful, Be Safe'
- Model positive behaviours and build relationships.
- Use consistent shared language through school eg. walking feet, voices off, voices low, show me ready
- Follow up every time, retain ownership and engage in reflective dialogue with our children
- Have a responsibility to ensure children are behaving and following our agreed routines and expectations in and around school.
- Communicate with parents/carers as and when required.
- Plan lessons that engage, challenge and meet the needs of all learners

Phase leaders (EYFS, KS1, LKS2, UKS2)

Phase leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Phase leaders will:

- Be a visible presence around school to encourage appropriate conduct linked to our school rules and expectations.
- Support staff in returning learners to learning by sitting in on behaviour discussions and supporting staff in conversations (reference to escalation procedures above)
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Offer support to members of their phase, ensuring staff training needs are identified and targeted.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice. Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Offer support and encouragement.
- Communicate with parents where appropriate and necessary.

Suspensions and Exclusions

- Suspensions and exclusions (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 in conjunction with our Suspensions and Exclusions Policy.
- Restorative approaches will be used where appropriate to support the pupil's reintegration following a fixed term suspension

Specific Behaviour Concerns

Bullying:

Please also refer to our 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

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.

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.

Support for Pupils with Additional Needs

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

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.

This may include:

- Individualised support plans, adapting the guidance set out in this policy
- Use of visual aids and communication tools
- Collaboration with parents/carers and external agencies

Monitoring and Review

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

Communication

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

Chair of the Local Governing Board: Mrs K Adams		
Signature:	Kim Adams	**Kim Adams**
Frequency of review:	1 year	
To be reviewed by:	Manor Wood Primary School Local Governing Board	
Date of next review:	October 2027	

REVIEW RECORD

Date of review	Reason for review	Date of next review
April 2025	- As per review schedule (some additions to 6.5 regarding escalations and consequences)	April 2026

Name:	Kim Adams	Signature:	Kim Adams

on behalf of MWPS Local Governing Board

Date of review	Reason for review	Date of next review
April 2026	- Review of escalations and consequences Addition of Risk Assessment to section 8	April 2027

Name:	Kim Adams		Kim Adams

on behalf of MWPS Local Governing Board

Date of review	Reason for review	Date of next review
October 2026	- Changes to some of the language used within the policy to be trauma informed following whole school CPD	October 2027

	- Addition of further positive behaviour strategies	

Name:	**Kim Adams**	**Signature:**	Kim Adams

on behalf of MWPS Local Governing Board