

# Positive Behaviour and Restorative Practice policy

## Introduction

At Park House English School, we recognise that good behaviour is a fundamental element 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 students, and providing engaging and impactful teaching and learning experiences. To ensure its effectiveness, we are committed to consistently implementing appropriate consequences when students fail to meet the behaviour expectations of our school.

To develop our behaviour policy, we have actively sought input from students and staff, ensuring a collaborative approach. Our aim at Park House English School is to nurture confident and reflective students, promoting their self-esteem and cultivating a positive ethos that fosters an optimal learning environment. We strive to create an atmosphere where each individual student feels valued, respected, and empowered to thrive.

It is our collective responsibility as students, parents, governors, and staff to model, reinforce, and emphasise the school's expectations of good behaviour. By working together, we can create a supportive community that encourages positive conduct and enables every student to reach their full potential.

## Aims

This policy aims to uphold the behaviour principles agreed by the staff and:

- Provide a consistent approach to behaviour management in our school.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of restorative practice to support behaviour.

## Purpose

- **Promote Accountability and Responsibility:** to foster a sense of accountability and responsibility among students. By emphasising the impact of their actions on others and providing opportunities for reflection and repair, these practices encourage students to take ownership of their behaviour and its consequences.
- **Cultivate Positive Relationships:** Restorative practices prioritise the building and nurturing of positive relationships within the school community. By focusing on dialogue, understanding, and empathy, these practices help repair harm caused by negative behaviour and create a supportive environment where students feel valued, respected, and connected.

- **Develop Conflict Resolution Skills:** equipping students with effective conflict resolution skills. Instead of resorting to punitive measures, these practices encourage students to engage in dialogue, active listening, and problem-solving techniques to address conflicts and repair relationships.
- **Enhance Learning and Well-being:** The purpose of restorative practices and behaviour policies is to create a conducive learning environment where all students can thrive academically, emotionally, and socially.

## Choice

At Park House English School, we foster a culture of personal responsibility and empower our students to effectively manage and comprehend their actions. We place great emphasis on cultivating empathy, encouraging our students to consider the perspectives of others and the broader global community. Through numerous collaborative opportunities, we aim to promote tolerance, acceptance of diverse opinions, and a strong sense of belonging within our school community.

We firmly believe in maintaining a safe and supportive environment where no student is subjected to humiliation or shame. Instead, we strive to guide students towards making positive choices and provide them with opportunities for reflection and restitution when they fall short of those ideals. We believe in the power of learning from mistakes and working towards personal growth and improvement.

## Philosophy

At Park House English School, we hold high standards for our students and encourage them to strive for excellence. It is the shared responsibility of staff and students to maintain our school expectations. Through proactive restorative practice, we build close class communities where all students feel valued and have a sense of belonging.

We prioritise positive language and behaviour, fostering meaningful relationships. When unwanted behaviours arise, we use restorative approaches to teach students the impact of their actions. By embracing this approach, we empower students to make responsible choices. Students at PHES are accountable for their behaviour and accept challenges and logical consequences.

For occasions when unwanted behaviours arise, we use restorative approaches as outlined in this policy, to help pupils understand the impact of their actions and behaviour. This is done through a structured restorative conversation in which we guide and teach the children how to make things right. We believe that by using this restorative approach we are giving pupils the skills to independently make better, more responsible, and more informed choices in the future.

## Expectations

Staff are expected to:

- Clearly communicate expectations and boundaries to students, ensuring they understand behavioural and academic standards.
- Promote respect and positive behaviour among students, fostering a culture of inclusivity.
- Encourage self-reflection and accountability when students make negative choices, guiding them toward positive alternatives.
- Foster self-motivation and independence by providing opportunities for students to take ownership of their learning.
- Cultivate self-esteem and self-respect in students by recognising their strengths and achievements.
- Celebrate students' efforts and accomplishments to motivate and inspire them.
- Maintain an organised and engaging learning environment tailored to individual student needs.
- Respect students' 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 student's progress.
- By implementing these strategies, you can create a consistent and supportive learning environment aligned with the principles of high-performance education.

Children are expected to:

- Demonstrate respect towards staff, peers, and the learning environment at Park House English School.
- Uphold the positive reputation of Park House English 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.
- Understand the behaviours that contribute to success at Park House English School.
- Embody the PRIDE values (Perseverance, Responsibility, Independence, Dedication, and Engagement) in all aspects of academic, personal, and social life at Park House English School.

## Rewards

At PHES, we aim to promote a positive learning environment in which all children are able to succeed through positive behaviour support systems. Our reward system is based upon rewarding effort over achievement. We aim to encourage the children to develop intrinsic motivation and pride in their work through our school values. To facilitate this, children can receive recognition of their positive behaviour and attitude through Dojo Points in EYFS/KS1 and House Points in KS2, which can be given according to one of our PRIDE values.

**P- Perseverance**

**R- Responsibility**

**I- Independence**

**D- Dedication**

**E- Engagement**

Appendix 2 outlines the rewards that children may receive for Dojo/house points.

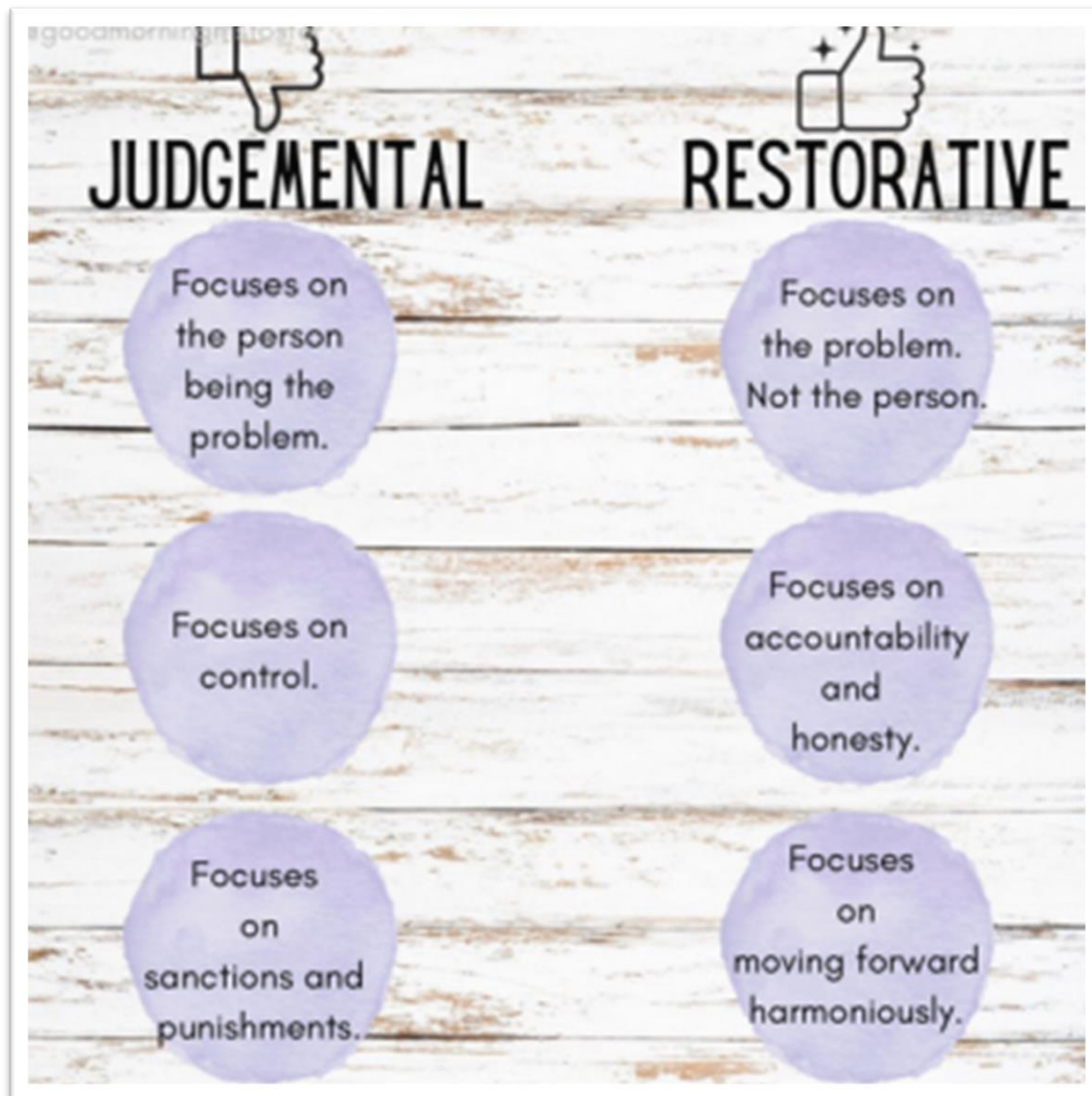
## Restorative Practice

At PHES we use restorative practice to support children's behaviour. The escalation path in appendix 3 should be used when dealing with challenging behaviour and outlines the consequences. The behaviour matrix in appendix 4 gives examples of types of behaviour at each level and how they should be supported. The matrix is not an exhaustive list but indicative of the types of behaviours and the subsequent response and/or consequence.

In all instances, staff should be using restorative practice to support the behaviour.

Restorative approaches are based on four key features:

- **RESPECT:** for everyone; by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills so that they have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem



Restorative conversations can only take place when a child is regulated. In order to do this, they may require time. Staff must use their own judgement for this.

Restorative conversations should follow a clear, systematic structure. This approach enables the child to feel safe and supported. Try to have this conversation in a private place.

Children will receive a reflection sheet (appendix 5) and we will go through it with them to reflect on their behaviour, the situation and find a positive outcome using the reflection sheet as a prompt to structure the conversation.

### Restorative Practice in EYFS

All classes will have a 'Cosy Cubs' area in their classrooms that will have images up of the colour monster to reflect different feelings. There will also be coloured bottles to match these posters. The children will select a bottle with that colour to match how they are feeling. They will bring it to an adult, who will help them regulate their behaviour by using the 'what happened' restorative conversation.

They will be guided to the 'cosy cubs' area where they will be supported to regulate their own emotions: it may be drawing a picture of what has happened, cuddling a soft toy, playing with a fidget toy, or reading one of our books in there about emotions. Throughout the year, the aim will be to make it more independent, so they go in there and choose their own way of regulating their emotions with less support.

### Restorative Practice in KS1

All classes will have a 'Balls of Emotion' image (appendix 8) and a calm space in the classroom. Children will show the teacher the ball of emotion they are feeling and then have the opportunity to regulate for 5 minutes (mindfulness, breathing, sensory tool) before speaking with the teacher using the "What Happened" reflection sheet (appendix 5) to structure their conversation:

1. What happened?
2. How were you feeling?
3. What was the impact of your choice?
4. What can you do to make it right?

This will give the child a chance to reflect on their behaviour without fear of judgement and they will feel supported. From there, an appropriate next step will be decided between the teacher and the child; sometimes, the child will need some reflection time before making a decision about the next step.

### Restorative Practice in KS2

All classes will have a 'Balls of Emotion' image (appendix 8) and a calm space in the classroom. Children will show the teacher the ball of emotion they are feeling and then have the opportunity to regulate for 5 minutes (mindfulness, breathing, sensory tool). They will then fill in the "What Happened" reflection sheet (appendix 5). After the child has had a chance to regulate, the teacher will then go through the reflection sheet with the child:

1. What happened?
2. How were you feeling?
3. What was the impact of your choice?
4. What can you do to make it right?

This will give the child a chance to reflect on their behaviour without fear of judgement and they will feel supported. From there, an appropriate next step will be decided between the teacher and the child. Sometimes the child will need some reflection time before making a decision about the next step.

### Consequences

Where possible, use logical consequences:

- You broke something - You fix it.
- You didn't do your work - You do it now.
- You misused equipment - You don't use it anymore (or for a fixed period of time.)
- You made a mess - You clean it up.

There will be times this is not possible. In these instances, follow the behaviour escalation path in appendix 3.

**Children should not be sent out of class for any behaviour incident. When needed, the children can step out of class to regulate their feelings or give teachers time to regulate their own feelings, but they should be followed outside within two minutes to have a restorative discussion.**

When children exhibit undesirable behaviour (please refer to the behaviour matrix for list of behaviours appendix 4) to identify how the behaviour should be treated.

**Level 1** behaviour should be dealt with the member of staff who encounters it.

**Level 2** behaviour should be reported to the class teacher who will talk to the child and deal with it accordingly.

**Level 3** behaviour should be reported to the HoY. At this stage parents will be informed, and the incident needs to be recorded on engage. The HoY will decide what the consequence will be.

**Level 4** behaviour should be reported straight to SLT. At this stage parents will be informed and where necessary, they will be invited to a meeting. The incident will be recorded on engage and SLT will decide on the appropriate consequences.

Where children are consistently demonstrating level 1 and 2 behaviours (5 or more instances) this should also be recorded on engage and will be followed up by SLT.

## Neurodiversity

Effectively managing the behaviour of neurodiverse pupils requires a comprehensive approach that fosters understanding and collaboration. Teachers will need to make adaptations to support the behaviour of different children. For children with IEP's a discussion should be held with the inclusion team to gain insights into each student's unique needs and challenges and which strategies would best support this. Drawing from these conversations, tailored strategies are then developed, aligning with the principles of restorative practice. These strategies encompass a range of approaches, including visual supports, sensory accommodations, and individualised behaviour plans that consider triggers and preferred coping mechanisms. By embracing restorative principles, such as active listening, empathy, and promoting positive relationships, educators can address behavioural issues in a holistic manner. Regular reviews and adjustments of strategies, in consultation with the inclusion team should be held to ensure a supportive and inclusive environment where neurodiverse pupils can thrive academically and socially.

## Appendix 1 - Meeting the needs of children

Ways in which the children are supported at Park House

- School councillor
- PSHE taught throughout Primary
- Mindfulness breaks
- Calm areas in each classroom
- School nurse
- Wellbeing support
- A comfortable neutral environment

## **Appendix 2 – Rewards**

### **Dojo/House point reward system**

50 Dojo/House Points- Email home

75 Dojo/House Points- Certificate

100 Dojo/House Points- Headteacher PRIDE award

### **Dojo/House Points Collaboration**

Dojo/House Points will be collated through each house (Jaguar, Panther, Leopard, Tiger). The house with the most house points each term will receive an award eg. Cinema afternoon in the auditorium.

# Behaviour escalation steps

How we will support the behaviour of each child to keep a safe and calm environment for learning. In all cases we will use restorative practice to support the discussion.

Level of behaviour

1

Staff who encounter behaviour concern will address the behaviour following the policy.

2

Class teacher will be informed  
An email may be sent home informing parents.

3

Head of Year will have a discussion with child. Parents will be informed.

4

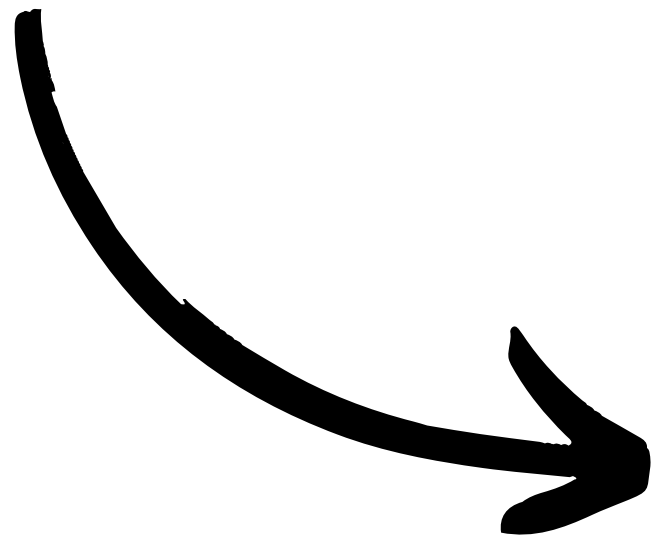
Member of SLT will address the behaviour concern. Parents will have a meeting if necessary.



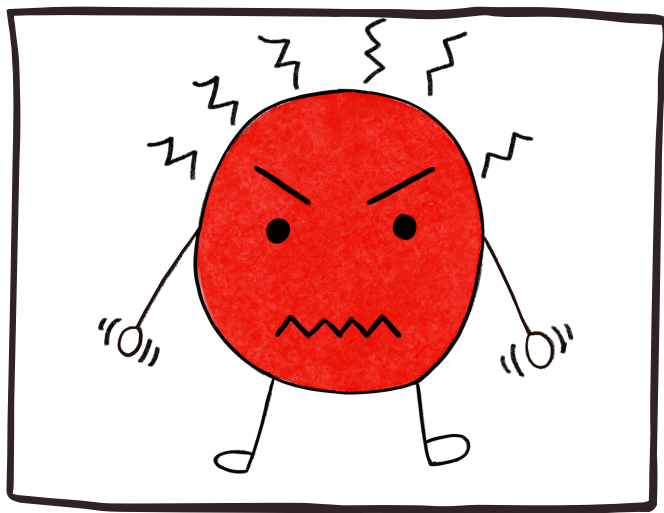
Level 1	Possible consequence
<ul style="list-style-type: none"> <li>• Not completing sufficient work in class</li> <li>• Throwing items in the classroom</li> <li>• Failure to complete work to an appropriate level</li> <li>• Littering</li> <li>• Not paying attention</li> <li>• Talking at inappropriate times</li> <li>• Running in the corridors</li> <li>• Not lining up quietly</li> <li>• Failing to be in appropriate uniform</li> <li>• Deliberately failing to follow instructions.</li> <li>• Unkind words used towards another student/staff member.</li> <li>• Teasing/taunting classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Non-verbal cue</li> <li>• Verbal reminder of expectations</li> <li>• Warning</li> <li>• Restorative conversation</li> <li>• Logical consequence</li> </ul>
Level 2	
<ul style="list-style-type: none"> <li>• Repetition of any low-level behaviour</li> <li>• Disrespecting a member of the community</li> <li>• Repeated verbal or physical abuse towards a member of the community (including via the internet).</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder of expectations</li> <li>• Warning</li> <li>• Restorative conversation</li> <li>• Logical consequence</li> </ul>
Level 3	
<ul style="list-style-type: none"> <li>• Repetitions of any mid-level behaviour</li> <li>• Fighting</li> <li>• Deliberately damaging property or the property of another student</li> </ul>	<ul style="list-style-type: none"> <li>• Warning</li> <li>• Restorative conversation</li> <li>• Sent to Head of Year for restorative conversation.</li> <li>• Damage to property may require parents to pay for the damage.</li> <li>• Fighting may require a child being removed from the environment (to safeguard the other children)- Breaktime detention (time to reflect and regulate) with the Year Leaders in their room- if it's inside break the Year Leaders should find an alternative space</li> <li>• Fighting and deliberate damage on more than one occasion may result in an internal exclusion with a member of SLT</li> </ul>
Level 4	
<ul style="list-style-type: none"> <li>• Racist behaviour – Derogatory or discriminatory language and actions towards anyone</li> <li>• Serious or repeated intimidation</li> <li>• Physically assaulting another student or staff member</li> <li>• Major theft (money, valuable item)</li> <li>• Bullying- See Anti-bullying policy</li> </ul>	<ul style="list-style-type: none"> <li>• Sent to SLT for restorative conversation.</li> <li>• Potential breaktime detention</li> <li>• Potential internal exclusion</li> <li>• Potential external exclusion</li> </ul>

# Reflect and Reset

What happened?



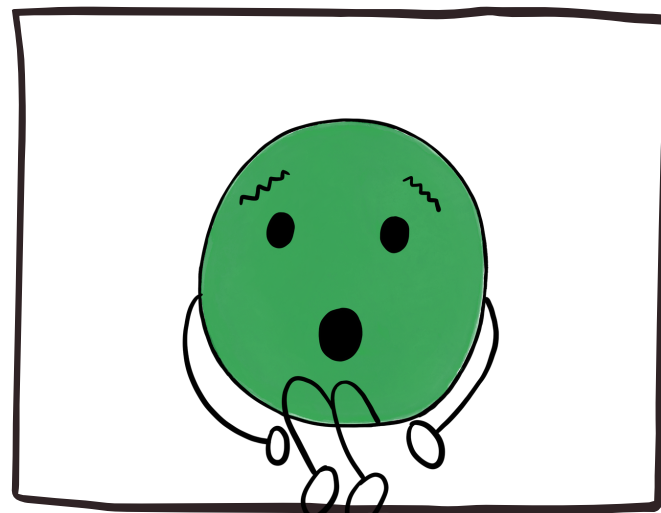
How were you feeling?



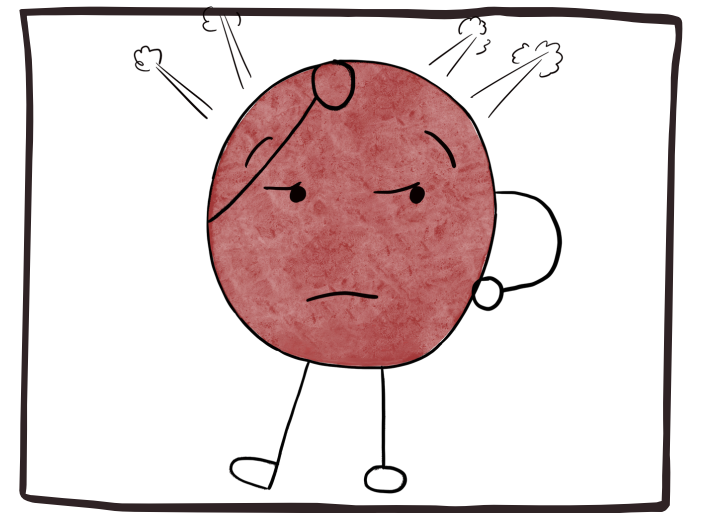
Angry



Confused

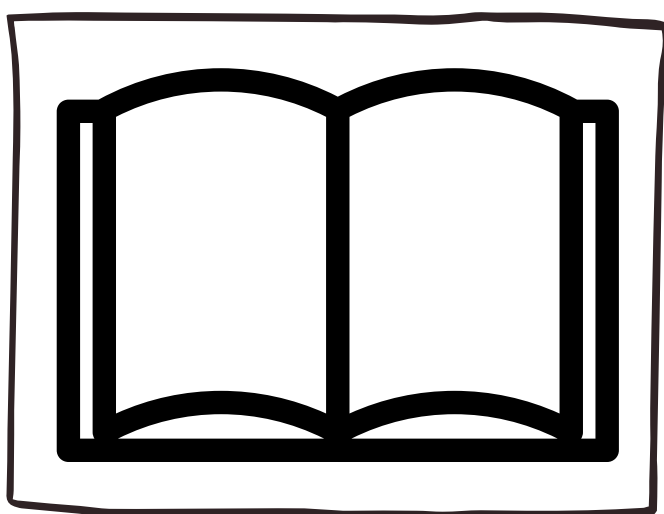


Scared

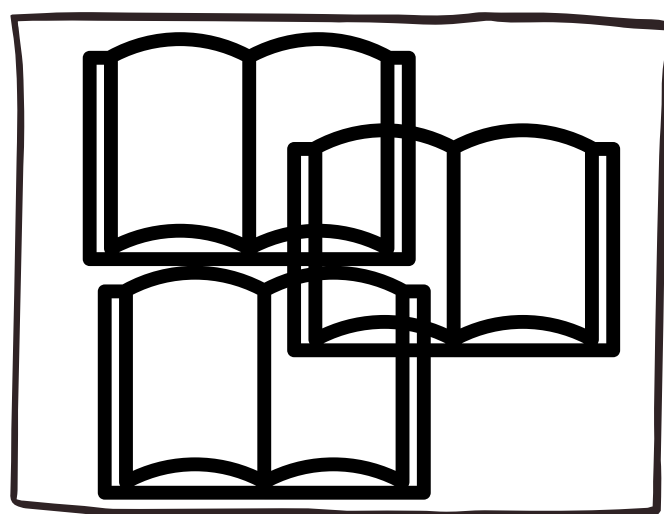


Annoyed

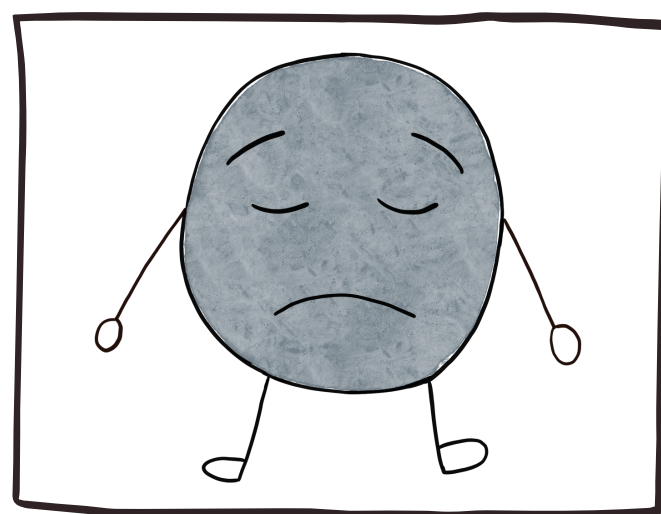
What was the impact of your choice?



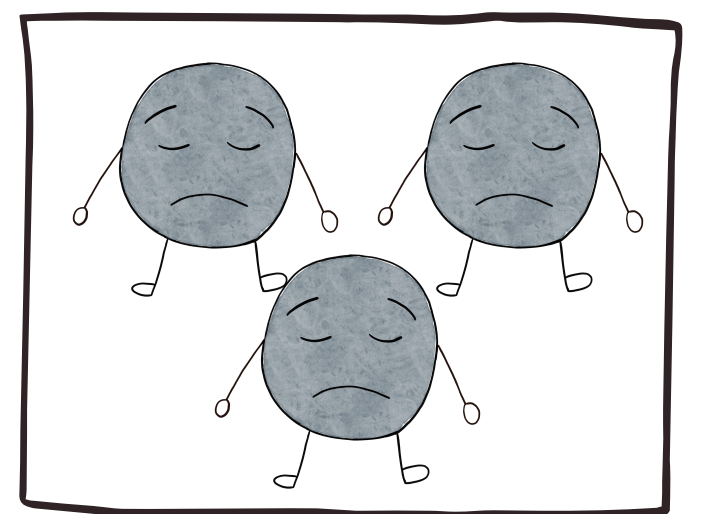
I stopped myself from learning



I stopped others from learning



I feel sad

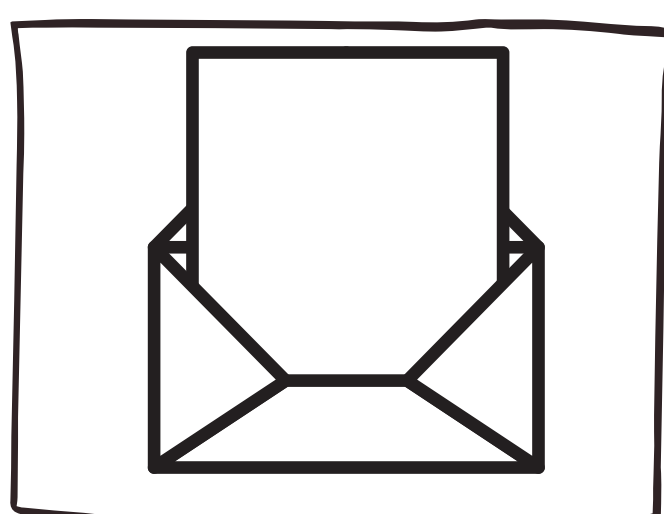


I have made others feel sad

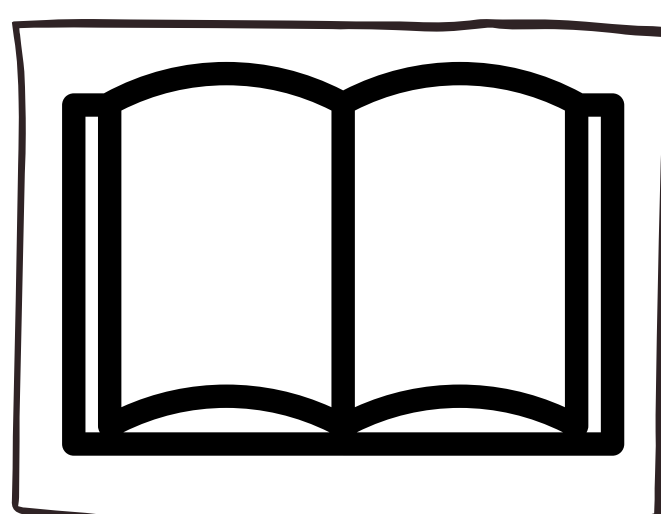
What can you do to make it right?



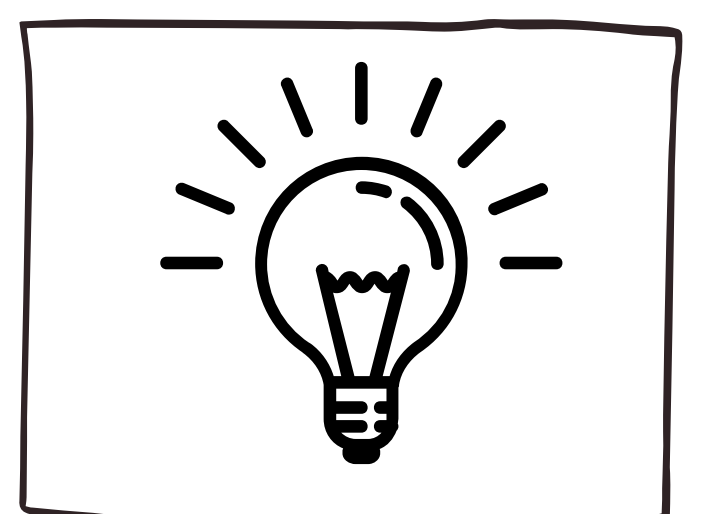
Say Sorry



Write a sorry letter



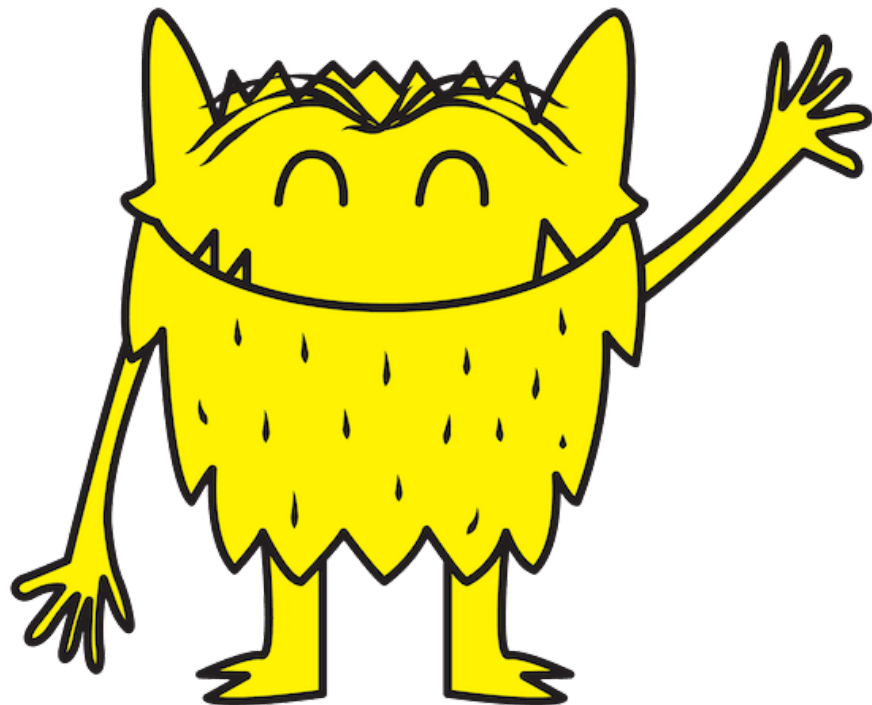
Complete my work



I have an idea

Today I feel

HAPPY



Today I feel

SAD



Today I feel

CALM



Today I feel

SCARED



Today I feel

ANGRY



Today I feel

LOVED



Today I feel

**MIXED UP**



**R e p l a c e**

**W i t h . . .**

**What did you do?**

**What happened?**

**Don't do that again**

**What choice can we make instead?**

**Stop that**

**Think about the choice you are making**

**You're being unkind**

**How are your choices impacting others?**

**Why did you do that?**

**How can we make this right?**

**You know that is not ok.**

**What were you feeling when you made that choice?**

**Do the right thing.**

**What would be a good choice now?**

**Is that appropriate?**

**How do you think that choice made me feel?**

# WHAT AM I FEELING?

