



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School

A Restorative Approach to Positive Behaviour

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At South Gosforth First School we believe that behaviour is a form of communication and therefore we support our children to make choices to help themselves and those around them. We do this through using a relational and restorative approach to enable our children to develop to their full potential and learn how to interact happily and successfully with those around them.

At South Gosforth First School we will:

- Value each individual child and celebrate their achievements and uniqueness.
- Treat children and adults with respect, fairness and kindness.
- Have high expectations of behaviour and manners.
- Develop a caring and respectful relationship with every member of our school family, through discussion and reflection.
- Endeavour to ensure that children are safe within school at all times.
- Provide an aspirational, stimulating, interesting, broad and balanced curriculum for all children.
- Promote self-esteem and confidence.
- Embrace everyone's differences and uniqueness, whatever their race, colour, religion, gender, class, sexual orientation or lifestyle – 'All different, all welcome'.
- Encourage all children to make good choices and equip them with the skills and strategies to self-regulate.

Parents & Carers should:

- Encourage a positive attitude towards their child's education and school.
- Embrace everyone's differences and uniqueness, whatever their race, colour, religion, gender, class, sexual orientation or lifestyle and encourage their child to do the same – 'All different, all welcome'.
- Support the school in teaching their child to be kind and caring to others.
- Teach their child to build positive relationships with everyone in school.
- Support the school in promoting positive values and citizenship.
- Be prepared to discuss any issues or problems which have occurred within school politely and calmly with staff.

Children should:

- Use the 'traffic light' system to enable them to make positive choices.
- Tell a member of staff if they are unhappy or worried.

'Traffic Lights' Support System

At South Gosforth First School we operate a 'traffic lights' system to enable our children to clearly identify positive and unsafe behaviours. In each classroom we have a coloured traffic light on display. The traffic lights support the children to identify whether they are 'ready', 'respectful' and 'safe', as well as offering positive strategies and actions which align with each respective colour. This is a whole school approach which is used by everyone in school.

Green Behaviours – 'Are you ready?'

We believe that these behaviours help our children to be safe, happy and ready to learn:

1. Listen carefully.
2. Do as you are asked by an adult first time.
3. Always try your best and help others to do the same.
4. Be polite, fair and kind to others.
5. Walk around school sensibly, quietly and calmly.
6. Treat others' property and the school environment carefully.
7. Tell the truth.
8. Be respectful during assemblies and special reflective time.

Yellow Behaviours – 'Are you respectful?'

When children exhibit some of the following behaviours, we recognise that this is not respectful and endeavour to help the child to make different behaviour choices using a range of supportive strategies and actions:

1. Telling lies.
2. Physically hurting others e.g. shoving, pushing.
3. Saying unkind things or calling names.
4. Running in school (except during P.E) and being inconsiderate in shared spaces.
5. Stopping others from learning.
6. Not treating the property of others or the school environment carefully.
7. Not listening, interrupting or talking over an adult.
8. Being disruptive in assembly or special reflective times

Red Behaviours – 'Are you safe?'

When children exhibit some of the following behaviours, we understand that these are not respectful or safe and support the child to also recognise this. Through using a restorative approach, we enable the child to reflect on the behaviours, discuss different choices and repair relationships through the use of appropriate actions.

1. Refusing to follow an adult's instructions, arguing back or rudeness.
2. Seriously hurting someone e.g. hitting, punching, kicking.
3. Swearing.
4. Bullying.
5. Stealing.
6. Deliberately breaking or damaging the property of others or the school environment.
7. Intolerant behaviour e.g. racist or homophobic behaviour.
8. Being consistently disruptive in class, assemblies or special reflective time.

Restorative Approach

At South Gosforth First School, we recognise that pupils' behaviours are affected by a range of factors and can fluctuate. In order to support our children, through discussion, teaching and modelling, we aim to equip pupils with positive strategies to recognise and manage their own feelings and behaviour.

We aim to provide our pupils with a range of strategies relating to each 'traffic light' which the child can choose from (often with guidance and support from an adult) to enable them to regulate their own feelings and emotions and get back to being 'ready' to learn (green). Some of these approaches may include getting a drink of water, practising breathing techniques or having a break from the classroom, amongst other things. There will be different 'actions' used in different classes which align with the different colours on the traffic light system, depending upon the age and needs of the children. The pupils in each class are involved in a whole class discussion at the beginning of the academic year, where all members of the group agree on the specific actions which are age-appropriate for each set of behaviours on the traffic light. Symbols and images which portray these actions are then stuck next to the appropriate colours on the traffic light display for reference. There are a set of standardised actions / restorative approaches which each class chooses from, but teaching staff also add additional specific actions which they agree with their children would be appropriate for their particular class. These approaches may include thinking / reflection time away from the other children or writing a 'sorry' letter amongst other things.

When a child exhibits 'red' behaviours, they will be supported by a member of the senior leadership team to be self-reflective and will be given the opportunity to discuss the behaviour, its impact on others and possible ways to repair things.

The 'TEARR' Approach

If a child exhibits 'Red' (or some 'Yellow') behaviours, staff will use an approach called the 'TEARR' approach with the children (at their own discretion). This is a consistent framework which is used by staff across school which goes through each of the letters of 'TEARR' to enable the children to gain a clear understanding of how they can change their actions to be more positive in the future, as well as how they can repair relationships. A consistent sheet will be used and completed with the children to inform these positive behaviour discussions with pupils.

Think – What were you thinking at the time when you...?


Emotion – How were you feeling at the time when you...?






Action – What did you do when you were feeling like that?

Result – What happened as a result of you...?

Repair – How do you think you might repair what you have done or try and make it better? (choosing from appropriate actions). How will you try and get back to 'Green' (ready)

The child will then be supported by an adult to complete the appropriate restorative action.


South Gosforth First School
"Blessed to grow and reach to life"

Think	Emotion	Action	Result	Repair
				
<div style="font-size: 48px; color: red; margin-left: 10px;">T</div>				
<div style="font-size: 48px; color: orange; margin-left: 10px;">E</div>				
<div style="font-size: 48px; color: green; margin-left: 10px;">A</div>				
<div style="font-size: 48px; color: blue; margin-left: 10px;">R</div>				
<div style="font-size: 48px; color: pink; margin-left: 10px;">R</div>				

We acknowledge that some children may also require additional support to be safe, respectful and ready to learn:

Additional Support

The following structures exist within the school to support pupils who are vulnerable or whose behaviour is causing concern. We know that there are many reasons why certain behaviours can take place and we always aim to support children in helping them to behave in a positive way. In all cases we will work in partnership with parents and carers. These are some of the ways in which we support pupils with their behaviour:

Involvement of Parents and Carers

Where there is a continued concern about a child's behaviour or wellbeing, following internal monitoring, the school would contact parents or carers to discuss this. This will usually be via the class teacher, but the school Special Educational Needs Co-ordinator (SENCO - Mrs Fields), Head Teacher (Mr Adams), Deputy Head Teacher (Mrs Whitehouse) or other senior members of staff may also be involved.

Emotional and Behavioural Support

We support children needing additional social and emotional needs in a variety of ways. For example, 'Theraplay' activities, small social group work, Nurture Groups (using 'The Boxall Profile' assessments), 'Forest School', social and emotional intervention programmes, or lunch time provision like Lego club, reading club and games club etc.

Referral to Outside Agencies

With parental consent, the school SENCO may refer children to outside agencies who may be able to provide parents, children and / or teachers with specialist support.

Early Help Assessments

An early help assessment may be used to identify what **help** a child and family require. The **early help assessment** should be undertaken by a lead professional, which may be the school's SENCO or other member of the senior management team, but could also be a child's doctor, or another professional working with them. It allows professionals involved with children, and their carers to meet and make an action plan to support their needs.

Pupil Support Plans

These plans are only for pupils who are in danger of permanent exclusion.

On these plans, pupils are set targets and the school's interventions are clearly stated. These plans are then regularly monitored and evaluated by staff alongside the individual pupil and their parents / carers.

Exclusion

Exclusion will only be used when all other strategies have been exhausted and have not been effective. A decision to exclude a pupil for a **fixed period** will be taken only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards. **The maximum number of days for a fixed term exclusion is 45.**

A decision to exclude a child **permanently** is a decision which school takes extremely seriously. It will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child's behaviour and it will be used only as an absolute last resort.

For any fixed term exclusion, the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion.
- Inform the local authority immediately of any permanent exclusion of a child.

The 'Star of Kindness' Award

One of our core values at South Gosforth First School is 'Kindness'. We believe that this is the most important quality which we want to develop and instil in our pupils. Through whole school displays, assemblies and teaching, we model and celebrate acts of kindness. Where a child has demonstrated an act of kindness which staff feel is 'above and beyond', we acknowledge this through 'The Star of Kindness' award and share this with families through a positive note home to celebrate this achievement.

Implementation

This 'Restorative Approach for Positive Behaviour' will be promoted consistently across school by all staff and the values implicit within it will be taught through the PSHE programmes of study, 'Together Time', class discussions and through other relevant curriculum areas. Regular training around the latest guidance and best practice will be provided to staff across school by the SENCO.

A copy of this policy will be provided to each member of staff and each member of the governing body. This policy will be readily available to parents and carers on the school website in the 'Our School' section, under the 'Policies' tab and copies will also be available for consultation in the school entrance. Parents and carers will also be notified of any changes to the policy.

Equal Opportunities

We are committed to the view that all children are of equal value and have equal rights to education. We support Newcastle upon Tyne's Equal Opportunities Policy Statement and aim to be a school within which all children can receive maximum benefit from their education and achieve to the maximum of their potential.

This policy applies to all pupils regardless of sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation.

We do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief. In principal, this also includes sexual orientation, gender reassignment, pregnancy or maternity, however in regards to pupils of first school age, these will rarely apply. Where these protected characteristics do apply either in regards to pupils or their parents/carers, the school will not treat them less favourably.

We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils, which is designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. We make reasonable, appropriate and flexible adjustment for pupils with a disability.

We seriously consider equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

The school policies on SEND, behaviour and exclusions take account of the duties under the Equality Act.

Evaluation and Monitoring

In addition to every day provision in class where this approach is referred to and 'lived' across school, teaching staff will have a timetabled 'coaching' meeting in Spring and Summer term with pupils from Year 2 to Year 4 where behaviour is discussed along with any other issues or concerns. Teaching staff in Reception and Year 1 work regularly with their pupils individually and discussions around behaviour and restorative approaches will form an integral part of this guided support. Pupils' behaviour will also be discussed during termly 'pupil progress' meetings between the staff and members of the senior leadership team.

The school keeps a record of any concerns on the CPOMS system. Members of the senior leadership team will then monitor this system and identify any patterns or common behaviours which may help school to put appropriate support in place. Racist incidents must be reported by law to the local authority.

This policy will be reviewed annually to ensure its effectiveness and relevance. Monitoring of the effectiveness of the 'Restorative Approach for Positive Behaviour' will also take place during lesson observations, learning walks and other informal monitoring.

Policy Adopted – October 2021

Review Date – October 2022