



CHARLESWORTH SCHOOL

...from tiny acorns great oaks grow

Behaviour Policy

2025-2026



Contents

1. Aims
2. Legislation, statutory requirements and statutory guidance
3. Definitions
4. Bullying
5. Roles and Responsibilities
6. School Behaviour Curriculum
7. Responding to Behaviour
8. Serious Sanctions
9. Responding to misbehaviour from pupils with SEND
10. Pupil transition
11. Training
12. Monitoring Arrangements
13. Links with other policies

Appendix 1: Written statement of Behaviour Principles

Appendix 2: Restorative Practise Approach

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

➤ [Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

➤ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

➤ [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

➤ Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

➤ Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

➤ [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

➤ Disruption in lessons, between lessons, and at break and lunchtimes

➤ Non-completion of classwork or homework

➤ Poor attitude

➤ Incorrect uniform

Serious misbehaviour is defined as:

➤ Repeated breaches of the school rules

- Any form of bullying
- Child on child abuse
- Sexual abuse
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| <ul style="list-style-type: none"> Emotional | <ul style="list-style-type: none"> Being unfriendly, excluding, tormenting |
| Physical | <ul style="list-style-type: none"> Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based | <ul style="list-style-type: none"> Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | <ul style="list-style-type: none"> Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching |
| Direct or indirect verbal | <ul style="list-style-type: none"> Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | <ul style="list-style-type: none"> Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

At Charlesworth VC Primary School, we use a combination of proactive measures and consistent responses to prevent bullying, such as implementing anti-bullying policies, teaching social-emotional skills, providing reporting systems, and offering peer support. We also place a significant emphasis on creating a positive school culture through staff training, involving the whole community in the policy, and monitoring "hot spots" where bullying may be more likely to occur.

Proactive and preventative measures

- Whole-school approach:** We have developed and consistently implement a clear anti-bullying policy that involves pupils, staff, and parents in both its creation and review.
- Social and emotional learning:** We focus on teaching emotional literacy, social skills, and resilience through the curriculum, like the PSHE curriculum, and using activities such as circle time, role-play, and drama.
- Peer support:** We have worked tirelessly to build strong relationships throughout school which enables peers to support each other.
- Online safety education:** We work to teach our students about online safety through the computing curriculum and assemblies.
- Staff training:** All staff are equipped with the skills to identify and respond to bullying and to manage classroom behaviour.
- Creating a positive environment:** Charlesworth fosters a culture of mutual respect and kindness, and challenging inappropriate behaviour as soon as it occurs.

- **Monitoring:** Our Safeguarding council undertakes ‘Safeguarding walks’ and pupil voice questionnaires to identify any unsafe areas within the school.

Responsive measures

- **Rapid response:** We will contact parents immediately after an incident and provide a rapid response to bullying to prevent escalation.
- **Restorative justice:** Throughout school we use techniques that allow those who have been harmed to express the impact of the bullying to the person responsible, who then acknowledges the harm and takes steps to make amends.
- **Consistent sanctions:** We apply disciplinary measures fairly and consistently throughout school to show that bullying is not tolerated, while also considering any special educational needs or disabilities.
- **Support for all involved:** We provide support to both children who have been bullied and those who have engaged in bullying behaviour.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy’s effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school’s statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Pupils are not permitted to have mobile phones during the day and are asked to hand them to a staff member to be stored in the safe. Mobile phones will then be returned to the pupil at the end of the day.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Dojo Points
- Communicating praise to parents/carers via Class Dojo or a phone call
- Stickers, certificates, prize ceremonies or celebration assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, are used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

As a school, we focus on Restorative Practise and focus on the 5 'R's but if behaviour does fall below the expected standard, pupils may receive:

- A verbal reprimand and reminder of the expectations of behaviour
- Time out of the class
- Time out of playtimes/ lunchtimes
- Work to be completed at home
- A check-in with the Deputy Headteacher or Headteacher
- A Class Dojo message or phone call home to parents
- A behaviour contract
- Being put 'on report'
- Fixed term exclusion
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/ Deputy Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.8 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.9 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider a support plan for the pupil and with the intent to protect the staff member from further allegations. This will involve the child never being in a 1-1 circumstance with any staff member and parents being made aware of this.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will create a support plan around both children, speak to parents and contact Social care.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

Restore order if the pupil is being unreasonably disruptive

Maintain the safety of all pupils

Allow the disruptive pupil to continue their learning in a managed environment

Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom on Class Dojo, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.2 Fixed Term Exclusions and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to Fixed Term Exclude or Permanently exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

To anticipate or remove triggers for pupils with SEND, we may:

- Use short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjust seating plans to allow pupils with SEND to sit in sight of the teacher
- Adjust uniform requirements for pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (My Space) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an Education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, Fixed term and Permanent exclusions
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed annually by the Safeguarding Governor.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Safeguarding Governor.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body annually.

Appendix 2: The 5 'R's' Restorative Justice Whole School Approach

Why a restorative approach?

Whatever our personal views, the education system has come to realise that you can't punish a child into doing what you want. Instead of simply implementing an adult led punishment system, we need to teach children the kind of skills, to help them improve their own behaviour.

The implementation of restorative structures in schools focuses on building socially responsible children, arming them with the ability to think critically, problem-solve, and to be able to work collaboratively with others. It is through their mastery of academic knowledge AND their capacity to engage successfully with others that ultimately guarantees their ability to be strong, confident and emotionally articulate adults.

What is Restorative Practice?

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It's a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of school community and can resolve difficulties and repair harm where there has been conflict.

How does it work?

A restorative approach is a culture or ethos with the following practical goals:

- To reduce the likelihood of conflict and/or recurrence of conflict by taking a whole-school approach to meeting human needs;
- To strengthen relationships by making time for open and honest conversations that need to be had.
- A restorative setting understands that children, families and staff give their best when their needs are met, when they feel safe and when they understand their relationships with others.
- A restorative school allows time to listen to the voice of individuals by hearing people's stories, helping them clarify their issues and needs, and empowering them to find their own solutions to what is concerning them.

What are the benefits of Restorative Practice?

Positive impact in changing school cultures, when embedded in a wider restorative context, and within clear school improvement strategies.

The DFE recognises that a whole-school restorative approach proves to be the most effective way to prevent bullying.

On a practical level, restorative approaches provide a structured and consistent response to the inevitable incidents of conflict that arise in the life of a school. The benefits of improved conflict resolution in schools lead to reduced disruption of teaching and learning, improved relationships and a calmer school environment.

In addition to the conflict resolution benefits, restorative approaches have been shown to develop people's social and emotional competencies, such as increased empathy, improved self-discipline and more responsible decision-making. These benefits contribute to pupils' personal, social and moral development

How does Restorative Practice work in schools?

Restorative Practice is a proactive way of working 'WITH' people, not doing things 'TO' them, not doing things 'FOR' them and 'NOT' being neglectful and doing nothing at all. It's about 'working with' people at every opportunity.

In terms of behaviour management, it is sometimes appropriate to be direct, to 'let go', to nourish and 'hold' children. However, working restoratively is about 'working with' children at every opportunity and seeking to enable and empower them to make sustainable changes to unacceptable and/or unhealthy behaviour(s).

Restorative approaches enable everybody's voice to be heard. They provide opportunity for those who have been involved in conflict to work with and alongside others to acknowledge the impact of what has happened and take steps to put it right.

The 5 'Rs' of Restorative Practice

Relationship
Respect
Responsibility
Repair
Reintegration

Relationship:

The principle here is that, if ever there is a need for Restorative Practice, it's because a relationship has been harmed in some way. The aim is to help repair this harm, giving the harmer a safe space to take responsibility and make amends.

Respect:

This principle refers to how respect allows for a safe experience for everyone involved in Restorative Practice. In this case, respect involves listening to the other person's perspective, whether we agree with it, and behaving in a way that allows the Restorative Practice process to play out safely for everyone.

Responsibility:

The Responsibility principle refers to how the harmer and the harmed must take responsibility for their part in the harm if there is any. Each party must be honest with themselves and look deeply to see if they did have a part in the incident, even if they were the harmed person.

Repair:

The Repair principle refers to how the harmer is supposed to repair as much harm as they can, whilst still acknowledging that it may not all be able to be repaired. The repair carried out by the harmer should be able to resolve feelings of anger and revenge from the harmed and help the harmer to regain feelings of respect for both themselves and others.

Reintegration:

The final principle, Reintegration, refers to how the community should allow the harmer to accept their part in the harm and reintegrate back into that community with trust.

As professionals, we have to make a judgement whether each step is needed and how long each step will take. Some behaviour incidents may only need each party to feel heard and then the reparation process happens naturally, whereas other incidents may need each step following through in order.

How do we implement effectively in school?

- Whole School approach
- Honesty and communication
- Ensuring all members of the school community recognise the approach.
- Establishing expectations

Implementation of Restorative Practice

- High expectations at times
- Consistent expectations from everybody and at all times
- Referring back to our expectations and 'ground rules'
- Understanding of 'choice' – language used with children regarding choices made.
- Implementation of the 5 'R' principles.