



Be the best you can be, every day.

Relational, Restorative Practice and Behaviour Policy

Introduction

THIS DOCUMENT IS a statement of the values, aims, principles and strategies for pupil behaviour at North Downs Primary School. It will be implemented by all teaching staff, support staff and any adults responsible for pupils either on or off the school site whether in a paid or voluntary capacity.

IT WAS DEVELOPED through a process of consultation with teaching and non-teaching staff, governors, parents and pupils and applies to all pupils.

IT WAS APPROVED by the Governors in the Autumn Term 2025.

THIS POLICY WILL BE REVIEWED in the Summer Term 2026.

Values and Vision Statement

At North Downs School, we aim to create a happy, safe, caring and inclusive environment for all; building positive relationships with and respecting each other. We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships, taking the time to ensure that every member of our school community feels listened to, valued and respected.

We use a restorative approach to support pupils in developing the skills needed to build and maintain positive relationships. When conflict arises, we involve pupils in a process that helps them understand the impact of their actions on others, encouraging them to take responsibility for the harm caused. Through structured dialogue and reflection, pupils are encouraged to express their feelings, listen to others, and collaboratively find ways to repair relationships and move forwards. This approach moves away from a focus on punishment and instead fosters empathy, accountability, and a sense of community, helping pupils to learn how to behave differently next time to avoid future conflict.

We encourage all children to 'be the best they can be, every day'. We aim to create a love of learning through emotional and social intelligence, and a responsibility of self-regulation and respect for all. This is reflected in our values: Respect, Compassion, Responsibility and Courage.

Pupils are responsible for:

- following our school values and expectations
- respecting one another, themselves and adults
- taking pride in their learning and appearance
- caring for the school environment and the property of others
- responding to conflict in calm manner
- keeping themselves and others safe

Parents are responsible for:

- supporting the school's Behaviour Policy and 'Handshake'; working in partnership with staff should any challenges arise (See Handshake below)



Be the best you can be, every day.

North Downs Primary School Handshake

What you should expect of us

Respect
Honesty
Communication
Compassion



What we ask of you

Respect
Communication
Patience
Support

School Values: Respect, Compassion, Responsibility, Courage

All staff at North Downs will:

- Support your child's wellbeing and safety by developing strong relationships, providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor progress and communicate with parents and carers on your child's progress
- Identify and support students with additional learning needs
- Provide a broad and balanced and inclusive curriculum that caters for all children
- Expect high standards of behaviour so we can maintain a safe environment for all children
- Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem.

We ask that you:

- Reinforce the school's values at home and support the school's efforts to address any behavioural concerns, allowing the school to address issues and make changes
- Encourage your child to try their best so they can reach their full potential
- Encourage good study habits and support homework routines
- Share relevant information that may affect your child's learning or well-being
- Maintain respectful and constructive communication with school staff - we want to help and are here to listen
- Treat all members of the school community with compassion and respect.

School Values: Respect, Compassion, Responsibility, Courage

Restorative Practice

Being 'Restorative' focuses on building positive relationships based on responsibility, respect, and fairness. In turn this creates a community that is supportive, accountable, and respectful. We believe that all behaviour is communication of an unmet need. As adults when children display distressed behaviour or behaviour that causes concern we need to be curious, understand why and support the pupils to fulfil their needs in a different way.

The Restorative framework is grounded in the understanding that our actions affect those around us. By approaching incidents and challenges through a restorative lens, we create opportunities for children and others to reflect on how they connect with one another, take responsibility for their behaviour, and work together to repair any harm caused in a meaningful and respectful way. Where a consequence is needed they will be logical, related to the incident, reasonable and fair. As much as possible the adults and children involved in the incident will decide what they feel the next steps should be.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of restorative practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made individuals are less likely to cause harm to others or inadvertently damage relationships.

Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We are specific with our praise linking it to our school values. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Class reward system
- Stickers
- House points
- Golden Time
- Celebration Assemblies
- Recognition cards/rewards/mini values certificates
- Send to SLT
- Gold Star Assemblies

We also encourage children to recognise when adults behave positively linking this to the school values.

As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.

- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- The Parents' Consultations Evenings also provides a forum for discussion
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Classroom monitor jobs
- House group captains
- Sports Crew
- Friendship Mentors

<p>Our school expectations</p> <p>Do as an adult in school asks</p> <p>Speak kindly to each other</p> <p>Keep hands and feet to yourselves</p> <p>Treat everything and everyone with care and respect</p>	<p>Visible consistencies</p> <p>Daily meet, greet and smile</p> <p>Marvellous manners</p> <p>Wonderful walking</p> <p>Expected behaviours praised first</p> <p>Daily reinforcement of our core values</p>	<p>Relentless routines/phrases for adults</p> <p>Praise in public (PIP)</p> <p>Magnet eyes</p> <p>Relate language to core values</p> <p>Terrific transitions (1, 2, 3)</p> <p>Time In not Time Out</p> <p>Repeat the clap</p> <p>Silent signal</p>	<p>Recognition</p> <p>Class reward system</p> <p>Stickers</p> <p>House points</p> <p>Golden Time</p> <p>Celebration Assemblies</p> <p>Recognition cards/rewards/mini certificates</p> <p>Send to SLT</p> <p>Gold Star Assemblies</p>
<p>Logical consequences</p> <p>Reminder of expectations/how can I help you?</p> <p>Last chance warning/linked to class system</p> <p>Time in/calming time</p> <p>Repair/Restorative conversation</p> <p>Parental Involvement, including the child</p> <p>Restorative conversation with SLT (straight to this step if serious incident)</p> <p>Individual Behaviour Plan</p>	<p>Micro scripts</p> <p>I've noticed that you...(seem hot/flustered/are stamping your feet...)</p> <p>I imagine that you are feeling...</p> <p>I wonder if...</p> <p>Do you remember the ...(positive behaviour)...I saw...? That's the behaviour I'd like to see now.</p>	<p>Restorative Language</p> <p>Tell me what happened (Neutral, dispassionate language)</p> <p>What happened before?</p> <p>How were you feeling at the time, what have you felt since?</p> <p>How did this make others feel?</p> <p>Who has been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently next time?</p>	

Behaviour Incidents and Safeguarding

The school has systems and procedures to log, track and monitor all incidents affecting a child's well-being. We use the Child Protection Online Monitoring System (CPOMS) system which is monitored during Leadership Team meetings. It is a secure platform used to record concerns, actions and impact of actions and links all categories pertaining to the welfare of individual children. Staff can communicate via this platform ensuring that everyone concerned is kept up to date and aware of the chronology of incidents and related actions. Key staff can see patterns of behaviour and cross-reference to any other concerns that are logged and use this information to take the appropriate action.

When should behaviour incidents be logged?

The child's class teacher should log the following incidents if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

These behaviours must always be reported to parents/carers. The method used is up to the discretion of the class teacher (phone call/ in person) and it is their responsibility to follow through both with communication, logical consequences in line with the restorative framework and log this.

Anti-Bullying

The school takes incidents of bullying very seriously and the process and procedure for dealing with incidences of bullying can be found in the separate Anti-Bullying Policy. Staff members will deal with incidents of bullying in a restorative not punitive way with those causing harm taking responsibility for their actions and making amends to those harmed.

Keeping Classrooms Safe - Physical Intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Under very exceptional circumstances, physical intervention may be required to manage a child's risky behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion. Should a child's behaviour require regular physical intervention school will ensure that the necessary staff have accessed the necessary training (Positive Touch).

An Inclusive Approach to Managing Pupil Behaviour

As a school we recognise each child as an individual and as such, there will be a small number of children who have specific individual needs for whom this policy is not wholly appropriate. In such cases, class teachers who know your children well will exercise their professional judgement in order to manage pupils' behaviour in line with their needs and stage of development.

Suspension and Exclusion

In cases where behaviours continue to escalate and effect the safety and learning of others, or children have been put at risk, a Pastoral Support Plan (PSP) will be put in place to improve behaviours and support the pupil, including consultation with as support from external agencies in order to meet need. Some behaviours may put children at such risk that a suspension or exclusion may be the only option to ensure the safety of children and staff. Suspensions can be:

- Suspension (children to work from home for a fixed period of time)
- Permanent exclusion from North Downs.

North Downs Primary School adheres to the DfE guidelines for exclusion. (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024)

Monitoring and review

1. The impact of this policy will be reviewed by the Governing Board
2. The Headteacher will provide the Governors with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.