

# Behaviour and Discipline Policy



## Adswood Primary School

<b>Ratified by Governing Body on:</b>	September 2023
<i>M. Smart</i> Head Teacher	<i>J. Dancy</i> Chair of Governors
<b>Governing Body Review Date:</b>	September 2024

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”  
(Education Observed D.E.S. 1987)

## **Introduction**

Positivity and praise is at the forefront of everything we do at Adswood Primary School. We believe children learn best when they feel happy and safe and through the implementation of this policy, we maintain a safe and caring environment in which the children can thrive.

## **Our Code of Conduct is:**

- **Be Safe**
- **Be Responsible**
- **Be Respectful**

## **Our policy is based on the belief that:**

- All Staff have consistently high expectations of children's behaviour.
- Good behaviour is not automatically learned but needs to be taught and supported by parents and teachers.
- Classroom behaviour can change and we as teachers can assist children to manage their behaviour more effectively.
- We work as a team in order to support all children to behave appropriately and respectfully towards each other and adults.

## **Aims**

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect.
- For staff to have a high standard of child expectation in all aspects of work.
- For staff to help children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of quality first teaching and learning styles to suit the needs of children
- To provide quality first teaching and an attractive learning environment where positive attitudes and behaviours are encouraged and rewarded.
- To track a child's progress, set challenging and achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and consequences systems in accordance with this policy.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and consequences within a positive community atmosphere.”  
(Discipline in Schools - Elton Report)

### **Our purpose is:**

- to maintain levels of good behaviour in order for all children to access the curriculum.
- to provide a consistent approach in rewarding good behaviour.
- to provide a consistent approach in responding to unacceptable behaviour.
- to ensure that behaviour does not inhibit learning or impede potential.

### **The Teacher's Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Children need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour and have respect modelled to them by the staff.

"Kids are like a mirror, what they see and hear they do. Be a good reflection for them."  
(K. Heath)

Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation and presentation) will impact positively on general classroom behaviour.

### **Rewarding Positive Behaviour**

We maintain a consistent response throughout school in our approach to rewarding positive behaviour. On top of verbal praise and showcasing children's work, stickers are used for immediate acknowledgement of good work or good behaviour throughout the school day. Class Dojo is used in all classes to reward pupils who promote specific values that have been carefully selected based on our code of conduct, targeted termly 'Super Powers' and any areas we feel need developing through the behaviour data collected from CPOMS.

In KS1 dojo points are linked to the whole school code of conduct and focussed around being 'Ready, Respectful, Safe'. Children are explicitly taught what these behaviours mean and are rewarded with Dojo points for displaying such behaviour. Dojos are cumulative and will be gathered over time allowing children to achieve their Bronze (100 points), Silver (200 points) and Gold (300 points) certificates. In addition to this, each week class teams and children together will discuss a behaviour target for the week. This target will be displayed on the board for all children and staff to reference. Children will be rewarded with a pom pom for their jar if they meet the target outlined on the board. Furthermore, in KS1 children will also achieve Dojo points for 'Gold Standard Behaviour'. If a child is noticed displaying 'Gold Standard Behaviour' their picture will be placed on the 'Golden Star' in recognition. Class teams will then send home, via Seesaw, a picture of the child on the 'Golden Star' so that this can be celebrated with parents and carers.

In KS2, Dojo points are collected and refreshed weekly. The Dojo points collected act as house points, which are collected weekly and the winning house is awarded a leaf to add to their 'Treehouse' displayed in the hall. The winning 'Treehouse Team' will be rewarded with a 'Party on the Playground' in the final week of the half term. Classes are also able to achieve termly 'Pom Pom Parties' by filling their pom pom jars. Pom poms are awarded following a classes day of good behaviour. On top of this, each class awards daily certificates for 'Good Work', 'Good Behaviour' and 'Star Of The Day' again linked to children's Dojo points.

### **Additional Responsibilities.**

Children who maintain high levels of positive behaviours are recognised and celebrated. We do this by entrusting children with greater responsibilities within school, such as Play Leaders, Restorative Captains, Sports Captains, Inclusion Leaders, Digital Leaders, Librarians, House Captains and Head Boy and Head Girl. These positions are held termly and pupils wishing to be considered for the next phase must apply in writing to the headteacher, explaining why they feel they are eligible for the role.

## **Sanctions and Consequences**

### **Behaviour Responsibilities**

The Headteacher, Senior Leadership Team and all staff are responsible for the implementation and day-to-day management of behaviour policies and procedures.

All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential. Staff play a key role in advising the Headteacher and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Headteacher, for creating a high-quality learning environment which fosters a positive ethos and atmosphere for all children within both lessons and the School itself.

Parents and carers are expected to take responsibility for the behaviour of their child/children both inside and outside of the school. Parents and carers are to work in partnership with the school in maintaining high standards and expectations of behaviour in line with this policy and the signed Home School Agreement. They will have the opportunity to raise any issues arising from the policy with the school at any point deemed necessary.

Children are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations at regular points over the course of the academic year. Children are expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed so that it can be dealt with in line with the policy.

The school will investigate, as appropriate, reported incidents of child misbehaviour. All incidents will be logged on CPOM's and kept on the child's individual record.

### **KS1 / KS2 Sanctions and Consequences**

#### **Behaviour for Learning**

**C1** – Child will be warned of poor behaviour.

**C2** - If the child chooses to ignore this warning, and does not modify their attitude/behaviour, the teacher will issue a C2. This is the child's final warning.

**C3** - Should the child continue to behave in a way that the teacher feels is unacceptable the teacher will issue a C3. (The third consequence, a result of continued negative behaviour, despite two chances to modify their actions). This will mean that the child will now automatically be issued with a 'behaviour reflection' session. This will take place under the supervision of a rota of staff during the next break time.

If children display negative behaviour during the behaviour reflection session, they will be issued with a warning. Should they fail to modify their behaviour they will spend the following break time in 'behaviour reflection'.

The school reserves the right to issue sanctions according to the severity of the incident. For serious misbehaviours, no prior sanction may be issued.

In the event of a C3 sanction, parents will be contacted by the class teacher through the Seesaw app at the end of the day and a conversation would be had between school and parent

Following 3x C3 incidents, parents will be invited into school for a meeting with the class teacher to discuss behaviour.

If the child receives an additional 3x C3, parents will be invited into school to attend a meeting with the class teacher and member of the inclusion team. This will be when the child is issued a behaviour report with personalised targets set.

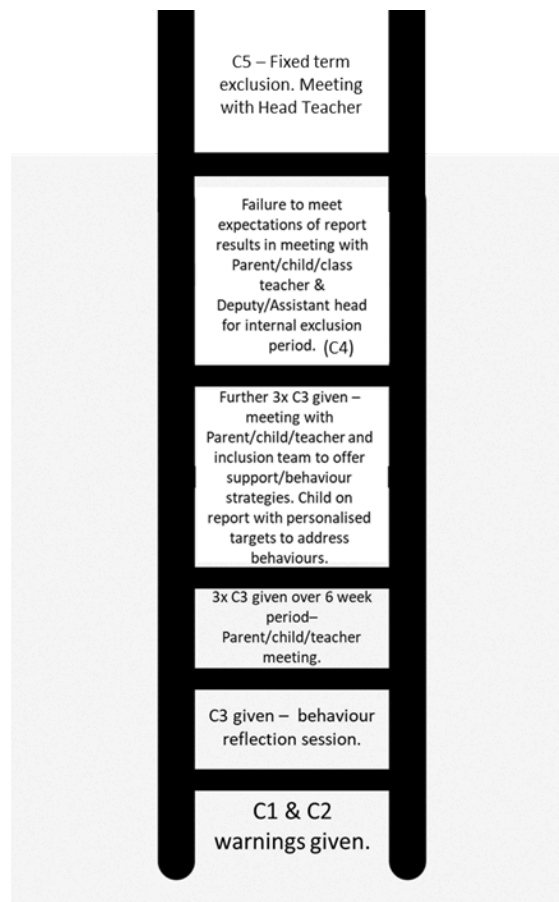
**C4** - Should the child fail to fulfil the expectations set out in the behaviour report, they will spend a day in Behaviour Reflection led by a member of staff. If a child displays high level disruptive behaviour/serious incident/non-compliant behaviour with school policies, they may receive a C4 Behaviour Reflection Day. Should a child begin their C4 post lunch time break, they must spend the following full day in the space. Following the C4 Behaviour Reflection Day, the child will be put onto a behaviour contract with personalised targets set.

Prior to their full day in isolation, Parents will be required to attend a meeting with Class teacher and member of SLT to discuss behaviour and expectations of the school.

If a child is absent on the day of their behaviour reflection session/isolation, he/she will attend the session/isolation on their next day in school.

#### **C5 - Suspension**

## Ladder of Consequence



## Categories of Behaviour:

### LOW LEVEL DISRUPTION

Low-level disruption not only seriously affects the learning of the child disrupting the lesson/ learning environment but also directly affects the learning of other children and the teachers' ability to teach effectively. Low-level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of Low-Level Disruption, however, this is not an exhaustive list.

- A failure to follow instructions at the first time of asking.
- Displaying behaviour that prevents other children from learning.
- A refusal to engage in the learning process.
- Disrespectful responses to staff e.g., what? For? Etc.

- General defiance.

### **MID – HIGH LEVEL DISRUPTION.**

For disruption that has a significant effect on a child's learning and/or safety a C3 may be issued without a C1 or C2 warning being given. This is discretionary. Where this action is taken, it is to prevent a child's removal from lesson or for an incident where it is deemed appropriate to escalate the consequence.

### **HIGH LEVEL DISRUPTION/SERIOUS INCIDENTS/NON-COMPLIANCE WITH SCHOOL PROCEDURES.**

For incidents that the school perceives to be of a serious nature, children will be issued with either a C4 Reflection Day or a Fixed Term suspension. . (All children who receive a Fixed Term suspension will be issued with a day in reflection on their return to school). Following the Fixed Term suspension and on reflection day, parents are required to attend a meeting with child, class teacher, member of inclusion team and member of SLT before reintegration back into class. This meeting will take place at the end of the reflection day (*approx 3:20pm*) where the child will be issued with a behaviour contract and personalised targets. The school has the right to consider part-time reintegration at this point to ensure the return to school is a success. This is reviewed weekly and parents informed.

#### **Behaviour Reflection Day**

Child start their day in Reflection at 8:40am and finish at 3.10pm. They enter in to the school with parents by the school office and are collected by the lead member of staff

If the child displays negative behaviour whilst completing their reflection day they will repeat a full day the following day however, if a child engages in a serious breach of reflection protocol they may be issued with a Fixed Term suspension. Parents will be informed of feedback from the day and next steps.

The child gets an exercise break outside, supervised by the lead member of staff.

The child eats their lunch in the Reflection room with the lead staff

Opportunities are built into the day to discuss behaviours, strategies, consequences

Consideration for a 1-1 intervention session with the inclusion team if required during the day

Child is passed over to parents with feedback end of day

## **Suspension**

A child will receive a suspension if:

- Targeted / premeditated violence towards another child
- Violence towards staff
- Drug or weapon related incidents
- Refusal to follow instructions given by the Headteacher
- They have seriously or persistently broken school rules.
- Allowing them to stay in school would seriously harm their education or wellbeing, or the education and wellbeing of other children (serious incident).

## **Serious incidents**

These include:-

- Physical assault against a child, including fighting.
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a child
- Verbal abuse and threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damaging property
- Serious challenges to authority



- Persistent disruption of learning
- Misuse of fire alarm
- Misuse of electronic equipment
- Possession of a weapon, including replica weapons.
- Serious breaches of the school's ICT code of conduct
- Making malicious allegations against a member of staff

All the above incidents are highly damaging to the ethos of our school and to individuals within it. In such circumstances the normal referral procedures may be by-passed. Serious incidents such as these are referred immediately to the Head Teacher or any member of the Senior Leadership Team

Following a suspension, the child will be placed on a behaviour contract for a minimum of 5 days, the first day of which will be in reflective learning with a member of the SLT. (as detailed above)

The behaviour report will contain 3 targets which will be agreed upon by the child, parent, class teacher and headteacher in the reintegration meeting. The child will then be awarded points in relation to achieving their targets for each session of the day - (0 - no targets met, 1 - some targets met, 2 - all targets met) The total number of points accumulated after the 5 day period will influence the next steps.

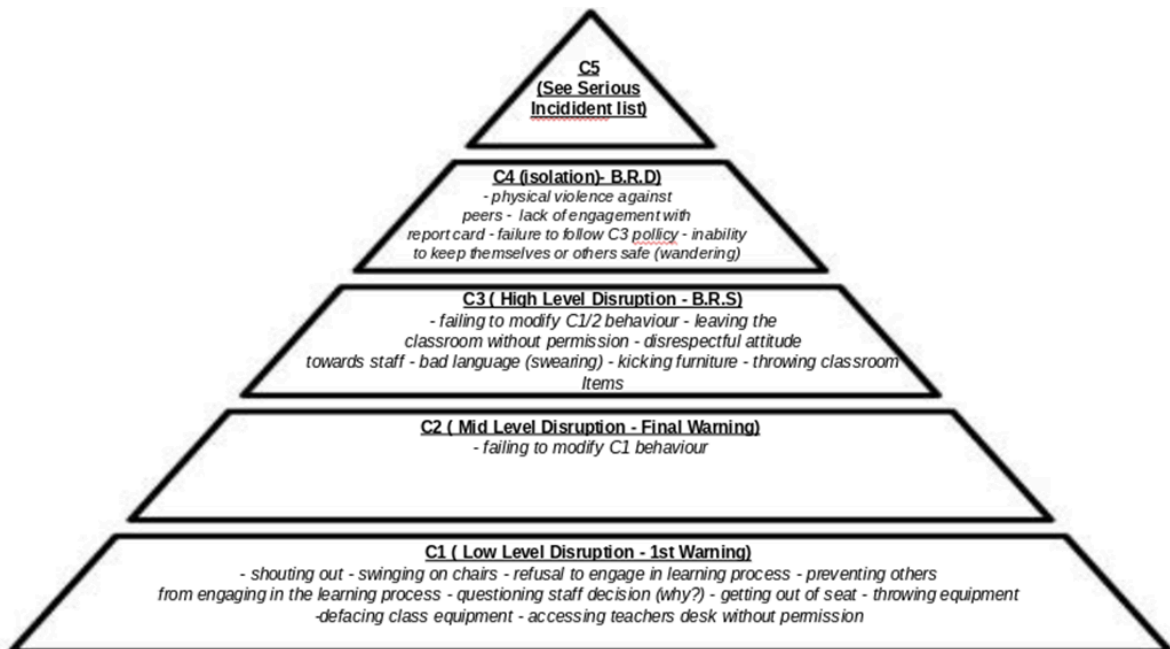
0 - 25 points - Reflective Learning

25 - 35 points - Continue on behaviour report

35 - 40 points - Come off behaviour report

This process is designed to support the child with their engagement with learning and their understanding of the expectations the school has of behaviour. The targets set will be achievable, supportive and in the child's best interests.

### Pyramid of behaviours



### Behaviour at Playtime

All children should enjoy playing outside in safety. Adults will be positive role models and children should respect each other and treat each other kindly. Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way. We expect that all children show respect towards all adults in the playground. Children will be able to play freely unless it is judged that they are a danger to themselves or others. Children will look after equipment and play sensibly with it, tidying up at the end of playtimes.

### How we promote positive behaviour in the playground:

Supervision: Identified members of teaching and support staff 'on duty' at playtime. Always 2 or more members of staff to be on duty at any time. Mid-day support staff and play-leader roles are used to support children during lunchtime. Any adults 'on duty' are to be in the playground before the children. Senior Leaders are on duty each day at dinnertime on the playground.

Positive role models: Adults will play and talk with children modelling positive attitudes such as tolerance, resilience and fairness. Adults will use positive language when talking to children about problems or conflicts. Adults will give all parties the chance to speak before deciding if any sanctions are necessary. Play leaders will model good behaviour and assist children in finding friends to play with, tidying up and supporting adults on duty. At the end of playtime adults remind children to line up when the whistle is blown.

### **Sanctions at dinner/playtime for KS1/Ks2**

**C1** - Children will be given a verbal reminder when inappropriate behaviour is spotted and a chance to improve their behaviour.

**C2** - If this behaviour continues they will be issued with a C2 consequence and asked to spend a short amount of time on the outdoor benches to 'cool off' and reflect with a member of staff.

**C3** - The child will be asked to stand with the member of staff on the playground or inside in the mindspace area, with a supervising adult, for the remaining duration of the playtime. They will then spend their next break time session in 'Reflective Learning'. If a child receives 3x C3 consequences

**C4** - A child will be removed from the playground immediately if: They act in a way that is a danger to themselves or others They demonstrate aggressive or violent behaviour, verbal or physical – eg kicking, hitting, spitting, swearing, throwing objects. Bullying behaviour - persistent incidences will be dealt with according to our bullying policy and procedures. Deliberate breaking of equipment.

If a child receives a C4 consequence during playtime parents will be contacted and a meeting with the class teacher, child, parent and member of SLT will take place. This is where reports will be discussed and signed. . They will then spend the following 3 break times in 'Reflective Learning'. These sessions will be spent in the Reflective Learning room with the designated member of staff. The child will then be placed on break time report with personalised targets to support the child. The child must earn a tick at the end of their breaktime to earn their next break. Failure to meet their break time targets will result in further reflective learning sessions that will take place the following break time.

Playtime and Lunchtime incidents will be logged by staff teams on CPOMs. C4 and C5 incidents that occur during break times will be discussed with SLT and staff members involved to discuss appropriate sanctions.

### **Behaviour in Breakfast Club:**

The School Policy and rules with regard to behaviour are followed during breakfast club to ensure consistency for the children at the club. If a child continually behaves inappropriately, the school reserves the right to withdraw the place.

### **After School Activities:**

The school reserves the right to withdraw a child from after school activities; such as school football matches and/or after school extra curricular activities. There is an expectation that children must behave appropriately and in line with the schools policy during schooling hours and if this is not followed during school hours, can not therefore be a representative of the school outside of schooling hours. This excludes paid extra curricular clubs run by outside organisations.

### **Roles and responsibilities**

<b><u>Class Teachers</u></b>	<ul style="list-style-type: none"> <li>• Read and follow behaviour policy.</li> <li>• Arrange and attend Parent teacher meetings following policy procedures set out above.</li> <li>• Arrange with KS behaviour leads for Behaviour Reflection Sessions.</li> <li>• Arrange Reflective Day with relevant staff to ensure policy is followed and children can successfully engage with the session.</li> </ul>
<b><u>KS1 Behaviour Lead -</u></b> Sarah Gee	<ul style="list-style-type: none"> <li>• Hold meetings between class teams, parents and children regarding persistent concerning behaviours.</li> <li>• Monitor Behaviour Contracts for KS1 children.</li> <li>• Provide Certificates for children achieving their Bronze, Silver, Gold awards.</li> <li>• Provide support and guidance to staff regarding the policy.</li> </ul>
<b><u>LKS2 Behaviour Lead -</u></b> Karen Harvey (in absence Gemma Edwards)	<ul style="list-style-type: none"> <li>• Lead behaviour reflection session for LKS2 in morning break times.</li> </ul>
<b><u>UKS2 Behaviour Lead -</u></b> Mandy Lennon (in absence James Smith)	<ul style="list-style-type: none"> <li>• Lead behaviour reflection session for UKS2 in morning break times.</li> </ul>
<b><u>Inclusion Team -</u></b> Richard Clarke (Pastoral Manager)	<ul style="list-style-type: none"> <li>• Attend second stage parent/teacher meeting.</li> <li>• Monitor and gather CPOM's evidence.</li> <li>• Set report targets in conjunction with child/teacher and parents.</li> <li>• Offer support and advice to parents.</li> <li>• Identify and support children through interventions.</li> </ul>
<b><u>Inclusion Team -</u></b> Sarah Gee (SENDCO)	<ul style="list-style-type: none"> <li>• Support class teams in adapting behaviour policy to meet the needs of SEND.</li> <li>• Attend second stage parent/teacher meetings of children on the SEND register.</li> <li>• Set report targets in conjunction with the child/teacher and parents.</li> <li>• Monitor and gather CPOMs evidence of children on the SEND register.</li> </ul>

	<ul style="list-style-type: none"> <li>• Offer support/advice to parents in regards to behaviour strategies.</li> <li>• Identify and support children through interventions.</li> <li>• Observe behaviours of identified children in and out of the classroom.</li> <li>• Liaise with BSS for additional support.</li> </ul>
<b><u>Inclusion Team -</u></b> Tracey Hester (Behaviour Mentor)	<ul style="list-style-type: none"> <li>• Help to de-escalate crises by supporting children in accessing the 'mindspace' area.</li> <li>• Identify and support children through interventions.</li> <li>• Lead lunchtime C3/C4 'Reflective Learning Sessions' for KS2.</li> </ul>
<b><u>SLT</u></b> -Mandy Lennon, Richard Clarke,Sarah Gee, Emma Hulmes , Lucy Hammond	<ul style="list-style-type: none"> <li>• Lead Parent/Teacher meetings prior to C4 reflection Day.</li> <li>• Outline school expectations.</li> <li>• Lead reflection Day - if available.</li> </ul>
Head Teacher	<ul style="list-style-type: none"> <li>• Lead C5 Suspension meetings.</li> <li>• Lead Parent/carer meetings regarding behaviour in KS1.</li> </ul>

## Support

We recognise the importance of adapting and amending the policy to support all children in their journey with behaviour through school. Some of the additional ways we strive to support children with behaviour is by offering them the use of a 'Task Sheet'. These task sheets help to 'chunk' the day visually and allow children to see how they are progressing. These task sheets are not designed as a consequence for poor behaviour, but are there to support some learners who may need visual reminders. In addition to this we also incorporate a variety of other visual aids, such as 'Now and Next' boards and classroom visual timetables. Fidget toys are made available to those who feel they may benefit from the tool. As well as this, movement breaks are also planned into the school timetable. This allows children to exert energy in a positive manner.

Throughout the above steps of sanctions, it may be appropriate for the child to have access to 'Mindspace'. Mindspace is a designated, quiet area within school where pupils can go if they are not able to manage their behaviour within the classroom. A child should not be sent to Mindspace as a consequence but may be guided there if in crisis. It is encouraged as a de-escalation strategy for children, especially those who have it stated as a strategy on their SEND support plans.

Through the work done with the children in school around managing their feelings and behaviours, those children that need access to Mindspace are beginning to recognise this themselves and are requesting time there before their behaviour escalates. Again, this is encouraged as it prevents children from escalating through the stages of this policy in response to the previous stage.

Our school has a dedicated Inclusion Team that works closely with children who are SEND Registered for SEMH, both in and out of the classroom. They work with children on strategies

tailored to their specific needs in order to support the children in receiving the best possible education. They are a highly trained team who are on hand to support children in crisis or in need of emotional support.

Every child who is recorded on the schools SEN register as requiring support with their 'Social, Mental or Emotional Health' has a SEND Support Plan written by the class teacher/team and supported by the SENDCo. This details current undesirable behaviours and their frequencies and also provides strategies for helping children succeed with making the right choices.

Children who consistently display extreme behaviours and are at risk of suspension, will have a 'My Plan' or EHCP. This details specific behaviours, strategies and consequences to ensure a consistent and fair approach by all staff who interact with this child. The plan will be shared with all necessary staff, parents/carers and where appropriate the child, in order to support them and prevent the need for a suspension. A child may be placed on a part-time timetable to allow short successes to take place in the school day with the aim of increasing the hours to full time following a review meeting each week and in communication with the parents/carers.

These children, along with identified others who reach '**C4**', will receive support during and outside of lessons from the schools Pastoral Team. The Pastoral Care Manager and Behaviour Mentor provide pupils with the opportunity to access a calm space to reflect on their behaviour whilst using restorative approaches to resolve incidents and prevent further ones. The Pastoral Care Manager is a highly skilled behaviour management practitioner, trained in restorative approaches and other useful strategies which he can implement with the children and support staff in delivering.

We work alongside the Primary Behaviour Support Service who come in to observe, work with and support pupils. They also offer support and advice to staff in terms of behaviour management approaches and strategies they feel may help that child to succeed with their behaviour.

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## **Behaviour Guidelines Procedures**

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground, for a child's safety or that of others etc.

No child should ever be 'sent to the Headteacher' as a consequence. There is no guarantee that the child will arrive or that the Headteacher will be available. Instead correct procedure should be followed as stated in the Sanctions section of this policy.

Physical intervention by staff in situations where a child is a risk to themselves or others, is an absolute last resort. If a situation arises where a child needs to be positively handled, staff who have been specifically trained and are timetabled for crisis management at that time should be sent for and a message also sent directly to the Headteacher or Deputy Headteacher. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher should be informed immediately.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child is calm, the Headteacher or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing immediately or if they would like time to look for the child themselves as many children go straight home after leaving school without permission. If parents and emergency contacts are unavailable or the child is missing, the police will be informed.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out' in the Mindspace area. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

## **\*Suspensions**

We do not wish to suspend any child from school, but sometimes this may be necessary. The school has adopted guidance from 'Suspension and Permanent Exclusions from maintained schools' and works closely with the LA following its guidance on suspensions. We recognise the changes which take effect from 1 September 2023. We acknowledge the duty on schools and local authorities to make full-time educational provision for suspended pupils from day 6 of their suspension, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an suspension, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions

Only the Headteacher (or DHT/AHT in her absence) has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may suspend a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this.

If the Headteacher suspends a child, she/he informs the parents or carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any suspension, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either suspend a child or extend the suspension period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.

When an appeals panel meets to consider a suspension, they consider the circumstances under which the child was suspended, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.



## Restorative Approaches

### Restorative Approaches/Practice

#### What is it?

Restorative Approaches/Practice describes a way of being. It promotes active thinking about how we build our relationships, how we work to keep them healthy and how we can repair them when there has been conflict.

Restorative Practice is relevant to us all. It supports us to connect with each other as fellow human beings, guiding us with our interactions. It can help us to consider how our actions and responses affect our relationships, whether these are relationships at work or at home.

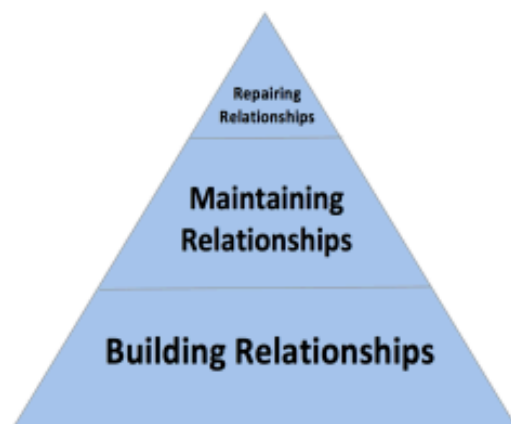
This way of being underpins the Stockport Family Model.

#### Our restorative definition

**Restorative Practices** is a term used to describe a way of being, an underpinning ethos, which enables us to build and maintain healthy relationships, resolve difficulties and repair harm when relationships breakdown.

#### The Relational Triangle

The relational triangle shows how working restoratively can help create an environment that allows us to feel safe, allows us to share, accepts that we all make mistakes and helps us to make things better.



Even when we spend time building and maintaining our relationships, there will still be times that we fall out. However, when working restoratively, we have a repair **process**, which has a set of questions to help mend our relationships when this happens.

When working restoratively we spend time recognising that we need to use a range of **skills** to help us maintain our relationship and to keep them healthy. We actively check that we are listening with care, using our understanding of emotions and empathy and developing skills that help us to manage conflict when it happens.

When working restoratively we spend time getting to know each other. We explore what things are important to us and how we like to be treated. Part of the building of relationships involves the shared understanding around what **values** are important to us, such as mutual respect, kindness, honesty or trust.

#### Stockport Family Values.

Every day we all make decisions that are underpinned by our values, our ideas of what is right and wrong.

Our personal values are central part of who we are and who we want to be. They help us decide what is good or bad, desirable or undesirable in ourselves and others. By becoming more aware of these important factors in our life, we can use them as a guide to make the best choice in any situation.

The Stockport Family workforce developed the 'Stockport Family Values' which supports us to connect with each other as fellow human beings, guiding our interactions with our families, partner agencies and fellow colleagues. They help us to practice restoratively.

### Reflective Practice & Working WITH

When we seek to be restorative, we are seeking to work **WITH** people. This is based on the knowledge that people are more likely to make positive change when people do things WITH them rather than TO them or FOR them.

This theory is explained through the [social discipline window](#).

When we are working **WITH** people we are seeking to be open minded and curious about situations. We are non-judgmental and respectful in seeking to understand the full picture of the situations we face. While expectations to positively change remain high, we also seek to be patient and empathetic, offering high levels of support alongside challenge, working to be solution focused and achieving long term positive changes.

### What does working restoratively look like?

- **We use circles:**  
For example; in meetings we sit in circles rather than around tables and 'check in' with each other so that everyone is included.
- **We use restorative language:**  
For example; rather than asking 'why?', we ask 'what's happened?' and have a conversation to seek a better understanding of others thoughts and feelings.
- **We seek to repair harm:**  
For example; rather than focusing on and punishing when rules have been broken, we are interested in finding out what harm has been done and how that harm can be repaired.

### Working restoratively in Stockport

To find out more about working restoratively ...

- Explore our restorative page on Learning Pool
- Explore our website [www.restorativestockport.co.uk](http://www.restorativestockport.co.uk)
- Consider completing some restorative training
  - Introductory eLearning course
  - One day or Three Day Restorative Training course