



***We are all here for the children, each of whom is unique...***  
***Consistency with flexibility – calm adults will problem solve together...***  
***Discipline means to teach children not punish them...***

At St Margaret's Academy we adopt a relational approach to behaviour management. This means we put relationships with the children at the forefront of our practice. We know that secure, safe and happy children are in the best place for learning.

We recognise that children who are presenting with undesired behaviours are often in a state of distress rather than wilfully choosing to misbehave. Therefore they need our support and connection. We use a restorative approach following an incident such as reflecting on the incident with a member of staff and making an apology. We use our school values to reinforce desired behaviour. This is always done sensitively and privately to avoid shaming the child. Restorative practices provide teaching opportunities to help children manage big emotions, rather than following an approach based on punishment which can be detrimental to long term emotional development and the child's mental health.

We work closely with parents and value their support in modelling and reinforcing our school values. Depending on the severity of the incident, we inform parents and work together to improve the child's behaviour and understanding of what has happened.

*Parents, if you have any queries or uncertainties about how an incident has been handled, please come and talk to us. We want to work as a team with our families and always value feedback.*

### **School Values**

There are four values that underpin all our work: *kindness, respect, responsibility and aspiration*. These are displayed prominently in every classroom. They guide all our work and are promoted at all times.

### **Inclusion rather than Exclusion**

We are going to stand by our most vulnerable children. We are not going to look at them 'as someone else's problem'. We recognise **they are often in distress** rather than choosing to be disruptive. They may have an **underdeveloped prefrontal cortex** which means they are unable to meet adults' expectations, rather than wilfully choosing not to. Therefore, they need our support, our connection and inclusion. We will only contemplate exclusion in very rare circumstances. Instead, we will look at more restorative approaches such as putting something right, making an apology. We will talk to them about wanting to help them return to learn. All serious behaviour incidents are logged on our electronic system (CPOMS).

However, the wellbeing, safety and education of the majority must take priority. Ultimately, serious and / or persistent breaches in our school values may result in a suspension or exclusion. DfE guidance helps inform our decision making process. Suspension is for a limited period of time while exclusion refers to a permanent period of time.

Consultation with parents on 21.4.21. Updated by staff on 6.9.21, 10.3.22, 6.9.22, 02.01.24.

If the child is in danger or about to hurt another member of the school community or damage school property, staff may use force as is reasonable to the situation. Please note this is always the minimal needed to achieve the desired result (see Safe Touch and Positive Handling policy)

### **Transition is Key**

Staff will always be in place ready for transition with a welcoming smile, recognising good behaviour. Pre-planning some activities for some children will help them better transition into class. Knowing the child and knowing their developmental stage is also key.

### **Suggested approach to a restorative conversation.**

**Each child, each situation and each member of staff dealing with the situation are unique but the following guidelines are to help staff. Each conversation will be adapted to the child, their age and needs but the following outlines our approach:**

1. Give a reminder of the school value (with take up time) – *take the initiative to keep it at this stage if possible. This will be the end point for the majority of cases*
2. Give a **reminder** about what behaviour you would like to see (privately if possible) and outline any consequence if appropriate to the child
3. Last chance (with take up time- *lots*) done in private:
  - a. “I have noticed that you...” – *describe the behaviour*
  - b. “I wonder if you are feeling...” – *name the emotion to tame the emotion (Dan Siegel)*
  - c. “Do you remember when you... and were showing our value of ...” – *describe good behaviour previously seen in this child*
  - d. “This is how I want you to now behave...”
  - e. “Thank you for listening.” – *walk away, don’t look back and don’t respond to any secondary behaviours*
4. Triage the appropriate level of R&R e.g. with SLT or 2 minutes alongside another adult in the playground – and what the restoration should be e.g. completing work at break time / completing work at home / making an apology card or giving a verbal apology / high 5 / fist pump etc.

### **Reflect and Restore (R&R)**

This usually takes place in the child’s time and is facilitated by the adult involved in the incident. We try to do it as close to the time of the incident as possible but in some circumstances, it may be done on the following day. Drawing the incident on paper alongside the child can be very useful. Questions to guide the reflection:

1. What happened? ***Actively listen to them, acknowledge their perspective and empathise.***
2. What were you thinking at the time?

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3. What have you thought since?
4. How did this make people feel?
5. What should we do to put things right?
6. How can we do things differently in the future? ***Lend them your brain and help them problem solve.***

Finish by making restoration and moving on.