



## Ludgvan School

### Restorative Behaviour Policy 2019

Ready, Respectful, Safe

#### The Restorative Approach

Our job is to teach the **PUPILS** we have,

**NOT** those we would like to have,

**NOT** those we used to have,

But those we have right now

**ALL** of them

At Ludgvan Primary School we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils, with support from parents, to uphold and maintain our school standards. For occasions when this is proving not to be the case, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to put it right.

We believe that by using this restorative approach we are giving pupils the skills to independently make better and more informed choices in the future.

#### Equality for All

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all of our pupils through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Local APA outreach service
- Educational Welfare Officer
- Social Care
- Early Help Hub

#### Restorative Steps

1. Reminder- A reminder of the three simple rules. Delivered privately whenever possible.
2. Caution- A clear verbal caution, delivered privately wherever possible making the pupil aware of their behaviour and outlining the consequences

if they continue. **Use the phrase, 'Think carefully about your next step.'**

3. Last chance- Speak to the student privately and give them a final opportunity to engage. Use the 30 second scripted intervention. 2 minutes at break time or lunch time to engage in a restorative conversation with an adult. If this step is reached. Not to be used as negotiation, it cannot be removed.
4. Reflection-
  - KS1- Thinking spot- children have a few minutes to calm down, breathe and look at the situation from a different perspective.
  - KS2- To be sent to another class to have a few minutes to calm down, breathe and look at the situation from a different perspective and to complete a reflective task.

4b. Repair- A quick chat at break time or a more formal meeting. Reassure the child that we will now start a fresh and that relationships have not been damaged.

Parents will:

- Discuss the Home School Partnership Agreement with their child.
- Let school know of any issues or concerns which might affect their child's work or well being in school.
- Work in partnership with the school to develop positive attitudes towards others.
- Use discretion when discussing issues or concerns in front of their child as these may have a negative effect on their outlook.

Pupils are asked to:

- Try their best at everything they do.
- Ask for help when they need it.
- Look after their own, other people's and school property.
- Follow the school core values both inside and outside school.
- Make the right choices about their own learning and that of others.

Adults in School will:

- Listen, be open and welcoming.
- Meet the needs of children to ensure they achieve their full potential.
- Offer a curriculum which is designed to prepare our children for the opportunities of belonging to a wider community.

- Greet each child at the door every morning, when possible.
- Build a sense of confidence and pride in our school.
- Celebrate pupil's achievements both in school and with parents.
- Let parents know of any concerns or problems that affect pupil's progress or well being.

Review Sep 20

## **Ludgvan - June 2020**

### **Amendments to Behaviour Policy During Covid-19**

#### **Behaviour Principles**

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow.

Our guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

These amendments will need to be communicated to pupils, parents and staff.

#### **Behaviour Expectations:**

- adhere as closely as possible to social distancing guidelines
- follow amended expectations about breaks or play times, including where children may or may not play
- clear rules about coughing or spitting at or towards any other person
- rewards and sanction system remain broadly the same, although children cannot spend time in other bubbles or in the Principal's office as part of reflection time
- Identify and review any reasonable adjustments that need to be made for students with more challenging behaviour with the SENDCo.

#### **School Routines and Procedures:**

- following any altered routines for arrival or departure
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, entrances and exits to use, routes around the school to follow, out of bounds areas, queuing)
- rules about sharing any equipment or other items including drinking bottles
- use of toilets

#### **Hygiene and Health Expectations:**

- following school instructions on hygiene, such as handwashing and sanitising
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus

#### **Mental Health and Emotional and Spiritual Support:**

- Curriculum changes to support children, e.g. social stories, circle time, PHSE, collective worship focus
- Additional support that pupils can access above and beyond classroom provision if required

#### **FUNDAMENTAL CHANGES:**

### **Social Distancing:**

- Stay in your own seat in the classroom or sit in the space you have been asked to.
- Keep a sensible distance from other children as you move around the classroom/school or when lining up.
- Put up your hand if you want to speak to the teacher instead of moving from your seat.
- In the playground, **as much as is reasonably possible**, stay 2m apart from other children, this means not playing contact games such as TAG.
- Do not enter the bathroom if there is anyone else in there.
- Stay in your bubble. This means you stay apart from children and adults in other bubbles.
- Follow the instructions on moving around the school according to the one way system.
- When outside, only play in the area that you have been told you are able to.

### **Infection control:**

- **You must not cough or spit towards any other person.**
- Do not share equipment- You will have your own set of resources to use.
- Do not share water bottles.
- If you sneeze or cough you must cover your mouth with your elbow or preferably use a tissue using the 'catch it, bin it, kill it approach'.
- Wash your hands using the sanitizer provided or with soap and water for 20 seconds when you have been asked to do so.

### **Illness**

- If you feel ill at home you must tell your parents immediately and you must not come to school.
- If you feel ill at school you must tell a teacher immediately so your parents can be contacted.

Children will be given reminders of these expectations throughout the day as we understand that these expectations are new and may not come naturally at first, especially to the younger children. However, we must ensure that these expectations are adhered to as much as is **reasonably** possible in order to keep our children and staff safe.

**Deliberate non-compliance of these expectations will be taken seriously and parents will be contacted immediately if we feel that any child is deliberately placing children or staff at increased risk.**

This amendment follows guidance as published by the Government, which can be found on the following link:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>

June 9<sup>th</sup> 2020 - This policy will be kept under continual review to ensure it is fit for purpose – taking account of the most up to date advice and guidance.