



**RESTORATIVE AND POSITIVE RELATION
POLICY**

[BEHAVIOUR]

NEW POLICY FROM SLT

DATED: JULY 2025

MINUTE NUMBER APPROVAL FGB : JULY 2025

[2077/6]

NEXT REVIEW DATE : JULY 2026

Hadfield Infant School Restorative and Positive Relations Policy 2024**Vision**

At the heart of the community, we are a school that give children the key to their education, enabling them to unlock the doors to their wider World.

Values

CAPE

Community, Aspirations, Perseverance and Excellence.

Our school is committed to creating a supportive environment where children are encouraged to develop strong self-regulation skills, positive behaviours, healthy relationships as well as being able to thrive academically, socially and emotionally. Through a restorative approach, we teach children how to take responsibility for their actions, learn from mistakes, and contribute positively to the school community.

Aims

- To establish clear expectations of behaviour for all that are consistently applied and tailored to meet the needs of our children.
- To teach children how to manage their emotions, thoughts and actions to make thoughtful and respectful decisions.
- To encourage pupils to conduct themselves in a responsible, reflective and self-disciplined manner
- To ensure good relationships are promoted through fairness and respect. We believe that misbehaviour is an opportunity for learning, not punishment. Our goal is to repair harm and restore relationships.
- To prevent all forms of bullying.
- To work together with parents/carers to create a partnership between home and school
- To promote and build a community which values the characteristics of kindness, care, good humour, good temper, discipline and empathy for others.

This policy outlines a framework for the behaviour, attitudes, responsibilities and values expected of our whole school community and is underpinned by the research and literature of Paul Dix 'When the adults change, everything changes.'

To achieve these aims the foundation of our behaviour policy is built upon the three simple, yet essential, rules:

- Be Ready
- Be Respectful
- Be Safe

Examples of how these behaviours would be demonstrated are listed below -

Ready	Respectful	Safe
Listening Being on time Using the right equipment Looking eyes Sitting properly Lining up appropriately School uniform	Listen to others and expect others to listen to you too. Using appropriate language and tone. Being respectful of other people's feelings and emotions. To look after our school building and equipment (including school displays) To represent our school values both in and outside of school.	Be in the right place at the right time Stay safe online both in and outside of school Be safe with others – no hitting, hurting, poking or any other malicious physical contact. Report any problems to an adult. Sitting safely in chairs/at desks Do not run outside of school or away from school.

Behaviour curriculum

At Hadfield Infant School, we understand that children need clear guidance to meet behaviour expectations. Therefore, every week, a specific behaviour related to the core values of being ready, respectful and safe will be explicitly taught. This will include modelling the behaviour, discussing what it looks like and recognising children actively working on this area.

Recognition Board

To encourage the positive expected behaviours, each class will have a recognition board. Children who demonstrate the taught behaviours will have their name added to the board. This not only highlights the behaviours but also celebrates the achievements, whilst acting as a positive reinforcement within the classroom.

Positive notes

Children who demonstrate over and above behaviours, such as showing exceptional kindness, or consistent adherence to the rules will receive a positive note to take home. This high-level recognition is shared with the child's family to celebrate and reinforce the positive behaviour. This reinforces the strong partnership between home and school and encourages children to continue to make good choices.

Restorative approach (One-off incident involving others)

When poor behaviour does occur, a restorative conversation will be held with the child involved. This approach seeks to understand the child's perspective and guide them in taking responsibility for their actions. The aim is to repair any harm and ensure that the child learns from the situation. The conversation may include:

1. What happened?
2. How did it make you feel?
3. What were you thinking at the time?
4. Who has been affected by your actions? How?
5. How are they and you feeling now?
6. What could you do differently next time?
7. How can we make things better?

Our restorative approach encourages pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility, self-awareness, empathy and honesty.

Where low-level behaviour is being observed a scripted restorative conversation will take place. This ensures that a consistent approach is taken across all adults in the school – including leadership, teaching staff, teaching assistants and midday assistants. It should be noted that this approach needs to be delivered in a calm manner

Script

Observation - *‘I have noticed that you (state the specific behaviour). This doesn’t meet our school rule of (Be ready, be respectful or be safe)*

Rule reminder - *‘You know our behaviour expectation is (be ready, be respectful or be safe)*

Ask for the child’s perspective – *Can you tell me why you are behaving this way? What has happened?*

Acknowledge feelings – *I can see that you might have been feeling (i.e. upset or frustrated etc about something that has happened.)*

Encourage reflection – *How do you think your behaviour is affecting others?*

Promote a solution – *‘What can we do to make this better?’*

Reaffirm expectations and encourage positive behaviour – *‘Remember, we are always ready, respectful and safe here. What can you do to show this?’*

If needed, then children may also require a consequence if behaviour persists -

Consequence – *‘If you don’t manage to complete the task then you will need to complete the work in your playtime or lunchtime.’*

Emotionally regulated response

It is crucial that emotionally charged responses to poor behaviour are avoided. Instead, staff will respond calmly, with patience and in a way that reinforces the school’s expectations and values. This helps maintain a consistent positive environment and models emotional regulation for the children.

If a child continues to misbehave then staff may need to then continue using the 'Reflective pathway chart'. All staff are to be consistent in applying this across the whole school.

Reflective Pathway Chart

Reminder

A child will first receive a reminder. This brief reminder let them know that they need to adjust their behaviour. It may be something as small as catching their eye or saying their name. It should be clear that their behaviour has been noticed and you would like them to make the correct choice.

Warning and triage (scripted approach – see above)

If the behaviour continues, the adult should warn the child that if there is another instance of misbehaving, there will be a consequence. If possible, a brief conversation should be had at this point in private with the children to attempt them to help regulate themselves.

Miss 2 minutes and triage (consequence – see above)

If the behaviour continues, inform the child that they will miss 2 minutes from their next break time or lunchtime.

Behaviour meeting with teacher (Restorative approach – see above)

If the behaviour continues, the child should be told that they will need to remain behind at breaktime/lunchtime for a meeting with the teacher to discuss this behaviour and why it may be occurring.

Headteacher/Deputy/Additional Adult

If the behaviour continues, the child will be spoken to by the Headteacher/deputy/senior leader who may will remove them from the situation to calm and regulate. After this, the child still needs to meet with the teacher to discuss how they will regulate their behaviour in future. It must always be the teacher who has this meeting so that they can build a relationship with the child. Teachers may decide on a sanction or consequence if required.

Sanctions may include the following and will be dependent upon the behaviour exhibited –

- A verbal reprimand or reminder of behaviour expectations
- Completion of any missed work
- Assistance in repairing anything that has been damaged or any mess that has been made.
- In extreme and serious circumstances this could also lead to suspension or exclusion. This is avoided at all costs through identifying key triggers in behaviours and using the reflective pathway appropriately.

Any student who is removed from the classroom will be recorded on CPOMs. The class teacher leads the behaviour in the classroom using the Reflective pathway and positive recognition strategies and rewards. For most pupils, a gentle reminder of identified key behaviours may be all that is required.

Self-Regulation and Calm Zones

Each classroom has a designated self-regulation area, called the 'Calm Zone', where children can do (go) when they need time to self-regulated and manage their emotions. The Calm Zone is equipped with strategies and equipment to help children calm down, including -

- The 5-point scale which helps children to identify where their emotions currently lie i.e. 1 is calm and 5 being very angry. This not only helps them identify their emotions but also enables them to articulate their emotional state or point to it using the scale.
- Techniques such as starfish breathing, which guides children to focus on deep, calming breaths
- Mindfulness resources such as timers, sensory tubes, fidget toys, cuddly animals and lights.

Communication with Parents

Clear and consistent communication between the school and parents/carers is essential. Parents will be kept informed about their child's behaviour and progress in developing emotional and social skills. Regular updates and discussions will ensure a shared understanding of how their child is developing and what support they need.

Parents will also be involved in celebrating their child's successes. ClassDojo will also be used as a means of communication between home/school where necessary.

Reasonable force

Whilst reasonable force should be avoided at all costs, in some instances it may be deemed necessary to keep either the child in question, a staff member or other children safe. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.' Members of staff can use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain order and discipline at school or among pupils.

Headteachers and authorised school staff may also use reasonable force in given circumstances when conducting a search for banned items such as knives or weapons, alcohol, illegal drugs, stolen items etc. Permission will be sought from parents first unless it is deemed necessary to do so in a prompt fashion to ensure the safety of the child.

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. Where reasonable force has had to be used to keep a child or others safe this must be recorded/logged on CPOM's as soon as possible after the incident.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff (this could also be in line with de-escalation strategies specific to the child in question). The use of removal should allow for the continuation of the pupil's education, in a supervised setting, where they can be monitored closely to ensure their own safety. Removal from the classroom is considered a serious sanction and is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal is used for the following reasons:

- a) To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- b) To enable disruptive pupils to be taken to a place where their education can be continued in a managed environment; and
- c) To allow the pupil to regain calm in a safe space.

Removal is different to and distinguished from calm spaces for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his/her emotions because of an identified sensory overload this forms part of a planned) response rather than as a behaviour strategy.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND).

Hadfield Infant School will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school based on the facts of the situation. The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the school will refer to the Equality Act 2010 and school's guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. At Hadfield Infant School we recognise that it is important to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Supporting pupils following a sanction

Following a sanction, a range of strategies are used to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted restorative practice discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include supporting the child in resolving the issue and apologising to the relevant person, if appropriate.
- a phone call with parents, and the Virtual School Head for looked after children.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school.
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The headteacher may 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 headteacher may use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

The process of suspension or permanent exclusion

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

- If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body may be required to organise a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Behaviour Outside of School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. If non-criminal poor behaviour and bullying occur off the school premises or online and it is witnessed by a staff member or reported to the school the school will firstly contact parents about these behaviours. The school will then consider the consequences or sanctions appropriate in line with the schools list of consequences. The school may sanction pupils for conduct outside the school premises, including online conduct:

- when wearing school uniform;
- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Preventing Recurrence of Misbehaviour – Pupil Support

At Hadfield Infant School we believe that behaviour is a form of communication. To support children in learning how to behaviour in line with the school rules and for their development as part of society, we offer a range of support programmes, teaching opportunities and interventions. These may include;

- Nurture group work
- Personal Social Health Education lessons as part of whole class
- Circle Time
- Play Therapy
- Self-esteem work
- Positive report cards
- Art/Play therapy
- Support from outside agencies
- Mentor work
- Assemblies (Whole school)
- Participation in these may be on an individual, small group or whole class basis.

In addition to the class teachers and wider school staff who support the day to day running of behaviour, specific staff are trained to support children when they are particularly finding it hard to cope. These include:

Francesca Dodd – Designated safeguarding lead, Mental health first aider

Alex Morris – Nurture group leader and Senior Mental Health Lead in school

Joanne Lowe – SENDCo and Early Years children’s mental health first aider

If behaviours in a child are persistent and appear to be causing the child or their peers frequent difficulties support from the school SENDCo or pastoral team may be sought. This may involve initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The ‘graduated response’ will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues may be appropriate and an emergency review of the plan might be needed. Where a school has serious concerns about a pupil’s behaviour, it may consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil’s educational needs is required.

Suspected Criminal Behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and schools will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools will ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care.

As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Banned items in school:

- knives or weapons.
- alcohol.
- illegal drugs.
- stolen items.
- tobacco.
- smoking and vape paraphernalia.
- fireworks.
- pornographic images.
- articles that the school reasonably suspect have been or are likely to be used to commit an offence or cause harm.
- chewing gum.
- food containing nuts
- mobile phones

Staff Induction, Development and Support

All staff new to the school have an induction meeting with a senior leader. Policies and procedures are shared at the meetings and guidance is provided on the Behaviour Policy and the systems in place in the school.

Conclusion

Our restorative behaviour policy at Hadfield Infant School is designed to create an inclusive and nurturing environment where children are encouraged to take responsibility for their actions and learn from their mistakes. Through clear expectations, consistent practices and an emphasis on emotional regulation, we aim to develop responsible, respectful and safe, young citizens.

We recognise and celebrate the positive efforts of every child, reinforcing the importance of high expectations in all aspects of school life.

Review

The governing body reviews this policy annually. It is shared with parents once a year.

Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.