Improving Outcomes
Increasing Life-Chances

Behaviour and Relationships Policy

Signed: Helen Bowyer **on behalf of Inclusive Schools Trust**

Date: 07.10.2025

ALL DIFFERENT, ALL EQUAL, ALL LEARNING

Behaviour and Relationship Policy

Restorative Practice

Subject Leader/Contact Person:

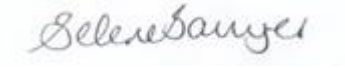
Ian Tolson

This policy has been developed, reviewed & adopted as follows:

	Date of Draft	Date Agreed	Date of Review	Date of Review	Date of Review
Staff	**August 2024**	**October 2024**			

School Aims:	**Respect, Help, Learn, Enjoy, Achieve**
School Self Review:	• How high are standards? • Pupils' attitudes, values & personal development. • How well are pupils taught? • How good are curricular & learning opportunities? • How well does the school care for its pupils? • How well is the school led & managed? • How well does the school work in partnership with parents? • How effective is the school?

Signed …… …… (Head of School)

Signed ……  …… on behalf of Inclusive Schools Trust

"The more healthy relationships a child has, the more likely they will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love" Dr Bruce Perry

Introduction

At Mousehold Infant & Nursery School we are a restorative school and take a restorative approach to resolving conflict and preventing harm.

Our vision statement is based around our **High Five - 'Respect, Help, Learn, Enjoy, Achieve.'** Working collaboratively, we aim to create a welcoming, safe, caring and stimulating school environment for learning where relationships are based upon mutual support, respect and trust and everyone feels valued.

The Relationship and Behaviour Policy applies to everyone within the school community; pupils, staff, trustees, parents, carers and visitors. It links closely with the Policies for PSHE, Attendance, Learning & Teaching, Equal Opportunities & Anti-Racist, SEN, Health & Safety and Child Protection and should be read in conjunction with them. These policies underpin the work of the school and reflect its values and aims:

We value:

- Everybody's right to learn and teach in a welcoming, safe, caring, well-organised and stimulating school environment.
- The involvement of children, staff, trustees, parents and carers in the decision-making processes of the school.
- Equality of opportunity and regard for all, through the nurturing of positive self-esteem.

We aim to:

- Create a welcoming and co-operative school community in which relationships are based upon mutual support, respect and trust and where everyone feels valued.
- Provide opportunities to develop empathy and, caring about the needs and rights of others.
- Foster the children's self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent as learners.
- Provide a secure and enriching environment where learning can take place with enjoyment.

The ongoing process of school self-review enables us to monitor and evaluate how well we are caring for the welfare of the children, fulfilling our aims, and developing and modelling positive attitudes and values from which the children can learn and grow into responsible, respectful citizens. This Policy includes guidelines for encouraging and affirming positive behaviour as well as dealing with disruptive behaviour within the school. These are shared with colleagues, pupils, parents, trustees and visitors.

We believe that:

- Everyone in the school community has the right to respect from others, the right to learn and to teach and the right to feel safe.
- All pupils are entitled to equal regard, just as they are entitled to equality of opportunity in learning.
- Education is about the development of the whole person. By this we mean that opportunities for pupils to develop positive values and attitudes are as important as the development of skills and factual knowledge.
- Education should be the means of achieving greater independence without impairing the rights of others. Relationships in which everyone may feel self-respect and show respect for other people are vital to the quality of our lives.
- The use of Restorative Practice helps to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

We feel the above rights and beliefs are most likely to be achieved when clear rules and responsibilities concerning behaviour are discussed, articulated and upheld throughout the school. Class and school values are discussed and agreed annually, with ongoing reminders and references as necessary.

Rights & Responsibilities

At Mousehold Infant & Nursery School we believe it is the entitlement of every child to have access to a high-quality learning environment and effective teaching.

Everyone involved in the school community has rights and responsibilities to ensure teaching and learning takes place in a supportive and co-operative environment.

Pupils have a Right to:	Pupils have a Responsibility to:

• Feel safe & happy • Learn • Be treated with respect • Know their property is safe • A clean & tidy school	• Make others feel safe & happy • Help others learn • Respect other people • Respect & care for other people's property. • Help keep the school clean & tidy

Staff have a Right to:	Staff have a Responsibility to:
• Work in a safe & supportive community. • Have the support of pupils and parents. • Feel valued personally & professionally. • Teach without disruption. • Be shown courtesy & consideration by all in the school community. • Opportunities to teach a broad & balanced curriculum, with appropriate resources.	• Support others and provide a safe classroom environment. • Work in partnership with parents & keep them informed about the curriculum and their children's progress. • Value & respect others in the school community. • Provide high quality teaching and an appropriate curriculum • Treat others with care, courtesy & consideration. • Allocate appropriate time to plan, evaluate and monitor high quality teaching & learning. • Attend appropriate training and develop and grow professionally. • Take care of the property of others & the school.

• **Professional development.** • **Have personal and school property respected.** • **A clean, tidy & orderly school environment.**	• **Promote a clean, tidy & orderly environment, & share responsibility for common areas, hall, corridors, cupboards etc.**

Our Golden Reminders and High Five!

To help protect our **rights** and to encourage personal **responsibility**, we have 3 school rules and our 'High Five!' which weave through our curriculum in our classrooms and school community.

Golden Reminders	
1.	*We listen carefully and always try our best.*
2.	*We show good manners at all times.*
3.	*We care for everyone and everything.*

High Five	
1.	*Respect*
2.	*Help*
3.	*Learn*
4.	*Enjoy*
5.	*Achieve*

Rewards

Praise and responsibility are used effectively in a variety of ways to reward children for good behaviour.

• Children receive a letter from the Headteacher for good behaviour and good learning behaviours linked to the High Five. These letters go home with the children for parents to see and celebrate and a copy is kept in a file of 'High Five Superstars.'

• Children are praised in assemblies.

• Circle times highly value verbal praise. 'Child of the Day' class sessions give each child a good opportunity to be praised and to compliment others showing respect.

• Responsibility around the school is given to children who exhibit good behaviour

• Classes try hard to win the weekly Eco Elephant award for respecting their class environments.

The Restorative Approach

Relationships are at the heart of restorative approaches, built on mutual respect with individuals taking responsibility for their actions.

Restorative approaches (sometimes referred to as restorative practice) is a mindset, providing the foundation to build, maintain and repair relationships. The restorative 'way of being' creates a culture of high challenge and high support, and aims to work with people rather than doing things to or for them.

Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

A restorative school is one, which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It has also been shown to alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

Adopting restorative approaches into daily practice has been proven to support emotional and social development and literacy, and equips children and young people with problem solving skills as well as the ability to manage conflict when it occurs.

To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

The Principals of Restorative approaches and affective questions

Norfolk County Council, Children's Services believes that a restorative ethos and restorative practices should underpin any work with children, young people and families.

The following restorative principles together with the correlating affective questions underpin a variety of different practice models and techniques.

Principle	Question
An appreciation of individual perspectives	What happened?
Promoting mutual understanding through making explicit the link between behaviour, thought and feeling	What are you thinking/feeling?
A focus on impact, not blame	Who has been affected, and how?
Identifying underlying need	What do you need so that things can be better?
Accountability and responsibility for self and others	What needs to happen to move things forward/put things right?
	What would you do differently next time?

Most situations can be dealt fairly and promptly by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation. To better understand why children may behave in a certain way see Appendix 1.

All behaviour, both positive and negative, is a form of communication. Endeavouring to understand this communication is essential if we are to meet the needs of all learners.

Consequences of Inappropriate Behaviour

Our priority is to foster and teach positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes the rights of others to equality of opportunity, to be respected and valued, to be safe, and to learn or to teach. In such situations we feel we need to describe the nature of such behaviours and their possible consequences.

By specifying the consequences of such behaviour, we are making explicit what we feel is unacceptable, so that the resultant course of action is clearly understood by pupils, staff, trustees and parents. Any parent or carer accepting a place at Mousehold Infant School & Nursery is therefore accepting the procedures we have agreed/adopted for responding to inappropriate behaviour.

If a teacher feels that she/he is having discipline problems with a particular pupil that is not improving, the matter is referred to the Headteacher/Deputy Headteacher, and an Individual Behaviour Plan may be put in place. If children have Special Educational Needs that affect behaviour, the class teacher will work with the SENCO in order to tailor an appropriate and effective behaviour plan in line with the SEN Code of practice.

In the classroom situation, if a child misbehaves, they are not to be put OUTSIDE the classroom door. They are asked to move to a different area of the classroom very short term to give them the opportunity to join back in with the class when they are ready.

In deciding how to manage pupil behaviour we find it useful to imagine 5 Levels along a continuum, from self-discipline at Level 1, to the most extreme forms of unacceptable behaviour at Level 5 and the possible responses. Inappropriate behaviours are in three categories:

1. **Abusive behaviour**
2. **Behaviour which prevents others from learning**
3. **Dangerous behaviour**

Ultimately, if a pupil continues seriously to violate the rights of others and/or shows no sign of wanting to change, part-time attendance or exclusion will be considered.

The behaviours and their possible consequences described in Appendix 2, are intended as a guide to the procedures which will be followed. Every situation is different and will be treated with sensitivity by the staff and trustees at the school. Provocation is always taken into consideration and all points of view taken into account. We wish to work in partnership with parents to help pupils and parents with behavioural/emotional

difficulties.

We are always prepared to listen and be flexible in our response.

Appendix 1

Level 1 Behaviours		Possible Consequences

	• Pupil respects the rights of self and others, is co-operative and self-controlled. • Their behaviour is sensitive, thoughtful and polite. • They are attentive and hard-working.	• Positive reinforcement with appropriate positive comments and specific feedback. • Pupil given responsibility. • Pupil success is shared with others. • Staff colleagues also celebrate pupil's achievements.
Level 2 Behaviours	**Abusive behaviour egg** • Using bad language • Unkind personal remarks • Pulling faces behind someone's back. • Defying or disobeying an adult. • Looking into another's work tray or bag. • Showing disregard for others' personal space. ***Preventing learning e.g.*** • Using a raised voice which disturbs others. • Talking loudly or repeatedly during listening or silent time. • Moving unnecessarily around the classroom, preventing own & others' learning. • Initiating arguments at school. ***Dangerous behaviours e.g.*** • Throwing an object at another person or which could injure. • Throwing sand.	**Possible Consequences** (Options & sanctions) • Individually the pupil is reminded of the school rules. • A restorative conversation is carried out, staff will conduct this conversation in a positive manner, giving the child a chance to reflect. • Recall/discussion with the class of the class/school rules. • Pupil /s given time to think/ talk the issue out together & agree what they are going to do about it. • Pupil excluded from relevant activity. • The sanction, if possible, should relate to the offending behaviour • Restorative discussion of the behaviour & the feelings it evokes. • Positive praise is given for children who are able to, or trying to, make better choices and repair the harm that has been done.
Level 3 Behaviours	***Abusive behaviour*** • Deface others' work or make insulting comments about it. • Swear at another person. • Answering back to adults in a disrespectful manner. • Looking into toilets whilst others are inside. • Persistently defy adults working in school.	**Possible Consequences** (Options & sanctions) • The class teacher deals with L3 behaviours, but a written & dated record may be necessary & the HT informed. • All strategies at L2 may be used but in addition: • The teacher will talk individually with the pupil & a verbal/written agreement of

	• Deliberately hitting, kicking, pushing, restraining or dominating in some way. • Stealing/taking others' personal belongings, eg snacks, money, toys. ***Preventing Learning*** • Intentionally deface/destroy materials or resources. • Spoil or take another's work • Deliberately distract others (e.g. nip, poke) • Refuse to share materials/resources • Monopolise teacher time/attention. • Refuse to be quiet/still at listening times. **Dangerous Behaviours** • Loss of self-control e.g. temper tantrum • Unsafe use of large apparatus • Making others feel unsafe, e.g. pushing during PE lesson. • Physical fight with another child, or deliberate, hit, kick or push. • Entering school at playtime for no necessary reason, when area is unsupervised.	specific acceptable behaviour agreed for pupil. • The teacher will talk informally with the pupil's parents. • Possible 'time out' within the class or with another teacher. • Pupil misses a privilege or series of privileges. • Letter of apology written to offended person.
Level 4 Behaviours	***Abusive behaviour*** • Bullying • Inciting others to bully • Mid physical aggression towards an adult**.** • Vandalising others' property, including school property, or work. • Threatening others with dangerous objects • Persistence with earlier levels of disruptive behaviour, despite discussion & sanctions. • Cruel personal remarks including racist comments.	**Possible Consequences** (Options & sanctions) • The class teacher deals with L4 behaviours in partnership with the HT. • Parents notified & meeting arranged with parents & class teacher. • All strategies at L2 & L3 used, but in addition: • Details of incident recorded, dated & copy to HT. • "Time out" either with HT or another teacher. • TA permanently assigned to pupil (short term) • Exclusion from school visits • Involvement in nurture group.

	Preventing Learning • Persistence with earlier levels etc. • Inciting others to disruptive behaviour • Shouting down others, including adults. ***Dangerous Behaviour*** • Assaulting another with an object • Inappropriately breaking large equipment (e.g. toilet door) • Loss of self control which requires physical restraint by and adult. • Persistence with earlier levels of disruptive behaviour etc.	
Level 5 Behaviours **(At all levels it is essential to have parental support for the school's Behaviour Policy. However, at L5 parental support also needs to be voiced to the pupil by the parents)**	***Abusive behaviour*** • Persistence at earlier levels • Persistent, recorded, serious violence towards others • Persistent abusive language • Persistent bullying • Lack of parental support to school & for Behaviour Policy. • Abusive sexualised behaviour • Physically assaulting an adult • Racist comments Preventing Learning • Teacher's record of pupil's disruptive behaviour shows and unacceptable loss of teaching time • Persistence at earlier levels etc. • Lack of parental support for BP Dangerous behaviour • Running away from school premises • Strike or injure another pupil, necessitating medical attention • Loss of self-control & need for restraint to avoid hurting self, others, or property • Lack of parental support for BP.	**Possible Consequences** (Options & sanctions) • Other agencies involved e.g. Ed. Psych, SST. • Ongoing, written record of all disruptive behaviour kept, which can be shared with pupil, parents & other professionals involved. • HT, staff, parents of pupil informed, updated. • HT/staff monitor pupil's behaviour & meet to discuss ongoing situation/agree action plan, IEP. • Meeting/s between HT, T & parents. • Pupil sent home for remainder of day. • Part-time school considered. **In situations where we feel the child, other children or members of staff are at risk of harm there will be an exclusion from school either fixed term or permanent.** **We will follow the process set out in law, advised by the Trust and the Local Authority.**

	• In the event of needing to screen or search a child we would refer to the 'DFES Screening and Searching Pupils for Weapons: Guidance for School Staff' and act accordingly.	