

The Restorative Approach

We believe that by using this **Restorative Approach** we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of **respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love**.

If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child right to be heard is respected and the situation has been resolved fairly.

If a child has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their right to be heard respected.

About Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

- *What happened?*
- *What were you thinking or feeling when it happened?*
- *What needs to happen to put this right?*
- *What would you do differently next time?*

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions.

Behaviour Reward Systems at Bell Lane Primary School

Class rewards:

Golden stars

To get on the gold star children have to exemplify exceptional examples of the empowering learning skills (**independent enquirer, reflective learner, creative thinker, team worker, self-manager, effective participator**).

Rewards are given half termly in the Celebration assembly for those who have achieved 10 gold stars or more.

Dojo Rewards/Celebration

Dojos are given to individual children and the class or groups for good behaviour and learning. They can be given by anyone in the school. Parents are informed via the app if their child gets a dojo point.

Phase reward system:

University Time

30 minutes each Friday– all children on green at the end of the week are entitled to attend all of it. Phases come up with skills options for children to sign up on Friday mornings.

Whole school rewards system:

Achievement assembly

Every Friday morning teachers choose 2 **“Learners of the week”** and write a certificate for them to be given out in the KS1 and KS2 assemblies by SLT. Attendance achievements are also celebrated.

Celebration assembly

Each half term **goldenstar certificates and prizes** are awarded to children who obtain 10 or more golden stars for demonstrating good learning behaviours in a whole school assembly.

Traffic Lights System

This is a **positive behaviour management system** – it is to support and enable the teacher and children to achieve consistently high levels of behaviour by providing clear, visual guidance to the children as to the behaviour that all adults expect which supports learning and respects children's right to be safe and learn. It is also used to remind children about unacceptable behaviour that impinges or disrespects children's right to be safe and learn.

Gold Star

To get on the gold star children have to exemplify exceptional examples of the empowering learning skills (**independent enquirer, reflective learner, creative thinker, team worker, self-manager, effective participator**).

Green

Good behaviour, all children's names start here every day and are entitled to University time on Fridays.

If a child is not respecting the school values they will be reminded and given a '1st warning'.

Amber

If they have continued the behaviour, despite first warning their name will be moved to yellow – 2nd warning. They will be reminded of what they need to do to get back onto green. When they have corrected their behaviour, their name will be moved back to green and praised.

Red

If the behaviour continues to persist despite adult intervention their name will be moved to red. They may be sent to a neighbouring class with the 5 minute sand timer to reflect on their behaviour and cool off. They will be reminded of what they need to do to get back onto green.