



Alma Park Primary School  
Celebrating Difference, Achieving Together

# Behaviour and Restorative Practices Policy

## 25-26





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This policy is based on the UN Convention on the Rights of the Child (UNCRC), specifically:

- **Article 3 (best interests of the child)** *The best interests of the child must be a top priority in all decisions and actions that affect children.*
- **Article 28 (right to education)** *Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.*
- **Article 12 (respect for the views of the child)** *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.*

### 1. Policy Ethos and Vision

At Alma Park Primary, we believe that a calm, safe and inclusive environment is the foundation for every child to achieve, belong and thrive. We move beyond traditional 'behaviour management' to a relation approach, where high expectations are balanced with deep empathy and unwavering inclusion. Our school is a community where the UN Convention on the Rights of the Child (UNCRC) is at the heart of our ethos. We aim to create an environment where positive behaviour is seen as a condition for effective learning. Our goal is to develop socially responsible, empathetic and autonomous citizens who value relationships and take responsibility for their part in the community within which they live.

### 2. Our Core Commitments

- **Belonging as the Driver of Attendance and Behaviour:**

We recognise that behaviour and attendance are intrinsically linked. By fostering a deep sense of belonging, we ensure all pupils, particularly those with SEND or facing disadvantage, feel safe and motivated to engage fully in school life.



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- **Behaviour as Communication:**

We view behaviour as a form of communication of an unmet need. Our staff are trained to be curious and look beyond the behaviour to identify emotional triggers, using restorative approaches to support pupils in developing self-regulation

- **High Expectations and Predictability:**

We maintain a positive environment through consistent and predictable routines. These routines provide the boundaries pupils need to feel safe, ensuring that conduct expectations are commonly understood by staff, pupils, and parents.

- **Restoring, Not Just Responding:**

When boundaries are crossed, we prioritise reparation over generic sanctions. We use a restorative framework to help pupils understand the impact of their actions on others and provide the skills needed to 'make things right'

- **Inclusive Excellence:**

We make reasonable adjustments for individual needs, ensuring that fairness is not about everyone receiving the same treatment, but everyone receiving the support they need to meet our high standards.

### 3. Definitions

**At Alma Park, misbehaviour is defined as (but not limited to):**

- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Disrespectful or harmful attitude towards other
- Use of derogatory, discriminatory, racist, homophobic, sexist and misogynistic language or behaviour towards others
- Posing physical harm to self or others, including fighting
- Intentional damage of school property and environment
- Use of mobile phones in school
- Repeated breaches of the school rules
- Any form of bullying, including online



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- Sexual comments
- Theft
- Possession of any prohibited/banned/harmful items, including (but not limited to):
  - Knives or weapons
  - Dangerous substances
  - Mobile phones and other smart devices

### **Bullying;**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. This definition is reinforced with the children by using the acronym **STOP**; **S**everal **T**imes **O**n **P**urpose.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type	Example
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)



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Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

#### 4. Roles and Responsibilities

At Alma Park, we believe that all stakeholders play their part in shaping and modelling a relational approach to positive behaviour expectations in school. More specifically;

**Governors:** They are responsible for monitoring the impact of the policy on inclusion and belonging. Governors should scrutinise data relating to behaviour, the effectiveness of reintegration following any fixed-term exclusions.

**Senior Leadership Team (SLT):** They must ensure the policy is commonly understood and applied with levels of consistency, providing the professional development required for staff to feel confident in restorative dialogue. The SLT must ensure reasonable adjustments are embedded for pupils with SEND, ensuring no child is unfairly disadvantaged by behaviour



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expectations. Leaders must model the relational standards they expect, offering 'high support and high challenge to both staff and pupils.

**All Staff:** They are accountable for maintaining a calm and safe environment. They are the primary architects of positive, respectful relationships, using scripted interventions to reduce pupil anxiety and de-escalate conflict.

**Pupils:** Pupils are expected to engage in restorative processes and take personal responsibility for their conduct, contributing to a culture where everyone can thrive. Pupils are the active participants in restoration and are taught to take ownership of their actions and understand how they affect others. Some older pupils are trained as 'Peer Mediators', supporting younger pupils resolve low-level conflicts using the school's shared, restorative language.

**Parents:** The school aims to work collaboratively with parents and carers to ensure consistency between home and school expectations. Parents will be invited into restorative conversations when serious incidents occur, focusing on how we can move forward together rather than just to hear what happened.

### 5. Positive Relationships and approaches – Resources, Systems and Processes

**House Groups;** every child from Year 1 onwards is allocated to a house group when they join Alma Park. This is to foster a further sense of belonging. Where possible we allocate siblings into the same house. Children are rewarded house points for demonstrating the school's core values, which are counted weekly and announced in our weekly celebration assembly. The house earning the most house points each half term take part in a reward activity.

#### **School Values:**

'**Making a Difference**', '**Opening Hearts and Minds**', '**Working Together**' and '**Excellence in Learning**' are Alma Park's core values. These are displayed in each classroom and where a child demonstrates these values, the teacher can give public recognition of this by asking the child to move their named peg onto the relevant value and receive a house point.



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### Outcomes

#### Responding to positive behaviour:

Children displaying Alma Park's core values and high behaviour expectations may be rewarded with (but not limited to):

Verbal and non-verbal praise

House points and displaying named peg

Stickers

Certificates linked to Alma Park values

#### Responding to negative, poor behaviour:

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an Early Help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [\[insert link\]](#).

**Being Proactive:** Where ever possible, adults aim to be proactive in preventing dysregulation and/or poor behaviour through (but not limited to):

- Having clearly established routines and carefully considered environments
- Co-producing a Class Charter
- Positive, supportive relationships
- Modelling respectful, empathetic language and interactions
- Reinforcing Alma Park's core values



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Where a pupil's behaviour falls short of the expectations that can reasonably be expected of them, staff will respond using the following (but are not limited to);

- Supportive positioning of adults within the environment
- Non-verbal cues – e.g. a look or glance
- Use a calm but firm voice
- Positive reinforcement – praising others for displaying the desired behaviour
- Tactical Ignoring – where appropriate and safe to do so
- Positive phrasing – e.g. 'feet on the floor'
- Distraction and humour
- Redirection
- Repositioning within environment
- Scaffolded choices
- Natural consequences

### **Consequences**

Consequences to poor behaviour must be logical, proportionate and reparative. At Alma Park we have moved away from 'sanctions' towards 'outcomes' as this ensures that the response to behaviour actually teaches the child a better way to act. We aim to establish natural consequences and responses through discussion with the child. An example might be giving intentional positive comments to peers after saying hurtful or unkind things. On occasions, a child may miss part of their time in the playground as a consequence of intentionally wasting learning time or to facilitate a restorative conversation.

### **Searching and Confiscation**

While we do not anticipate the need to carry out any instances of searching, screening and/or confiscation, should this process be required it will always be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Confiscation**



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Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Mobile phones or other smart devices (unless prior agreement with school and these must be handed into the office and collected at the end of the school day) if a child is found to have a mobile phone or internet enabled device this will be confiscated and must be collected from a senior leader by that child's parent.

### Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.



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A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact a designated safeguarding lead or member of SLT, to try to determine why the pupil is refusing to comply.

### **Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

### **Informing Parents/Carers**

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the



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Designated Safeguarding Lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Reasonable force**

On very rare occasions, staff are required to use positive handling approaches, which may involve physical contact with a pupil. These adults are trained to deliver Team Teach techniques. These techniques will only be used as a very last resort when de-escalation strategies have been exhausted and failed. (Please refer to our Physical Intervention Approaches policy)

### **Off-site misbehaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school



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Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or deputy headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- ❖ Proportionate
- ❖ Considered
- ❖ Supportive
- ❖ Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Early Help



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- o Refer to children's Social Care
- o Report to the Police

Please refer to our Child Protection and Safeguarding policy for more information

### **Repair**

When an incident occurs and once the behaviour has de-escalated and regulated, adults will endeavour to engage all parties in a restorative conversation keeping a curious mind about what might be the driver/root cause. To ensure a consistent and predictable approach, staff use a restorative script for supporting young people with behaviour. This comprises of 5 scaffolded questions for reflection and repair;

- o What happened?
- o What were you thinking and feeling at the time?
- o Who has been affected and how?
- o How could things have been done differently?
- o What do you think needs to happen to make things right?

### ***This policy must be read in conjunction with the following documents:***

Keeping Children safe in Education 2025

Alma Park's Safeguarding policy

Alma Park's SEND policy

Alma Park's Anti-Bullying Policy

PSHE policy and curriculum

Staff conduct handbook

Allegations against staff policy

Physical Interventions Policy