



**LINCOLN GARDENS PRIMARY SCHOOL**

## **Relationship and Restorative Policy**

|                                       |                                                 |
|---------------------------------------|-------------------------------------------------|
| <b>PERSON RESPONSIBLE FOR POLICY:</b> | <b>MISS ANDREA NUTTALL<br/>MR CRAIG JACKSON</b> |
| <b>REVIEWED:</b>                      | <b>SEPTEMBER 2025</b>                           |
| <b>TO BE REVIEWED:</b>                | <b>SEPTEMBER 2026</b>                           |

## Introduction

The Lincoln Gardens Primary School Relationship and Restorative Policy embodies our culture and ethos. Our ideal is to build on this using the Trauma Informed approach, where relationships are at the heart of every interaction.

### WE DO

Remain calm  
Listen, give time and reflect  
Offer initial support and further help if necessary  
Ensure physical and emotional safety  
Offer choice where possible  
Joint decision-making when necessary  
Adopt a flexible, consistent and transparent approach  
Support and empower the individual to be independent  
Promote a restorative approach

### WE DON'T

Judge or hold grudges  
Dismiss feelings or silver line what has been said ("Well at least....")  
Rush resolutions

If children feel safe, they are able to demonstrate all aspects of our vision.

## 'LEARN, GROW, PARTICIPATE, SUCCEED'

We love to **LEARN** and every experience is a learning opportunity

We **GROW** by unlocking our potential

We **PARTICIPATE** fully in all aspects of school life

We **SUCCEED** through determination and effort

## Purpose

We believe in providing every pupil with the opportunity to experience exemplary education academically, emotionally and socially. The way all stakeholders feel about being in school largely depends on the relationships they experience there.

- A feeling of being valued promotes cooperation
- A feeling of being cared for enhances understanding and compassion
- A feeling of being respected promotes respects for others and willingness to listen to them
- A feeling of being included raises commitment and motivation
- A feeling of belonging builds resilience

We strongly believe that by identifying the barriers to learning, we can provide an inspiring and relevant curriculum that considers the whole child and provides the necessary support for pupils to achieve, develop and reach their true potential. We are committed to ensuring that our school develops a Trauma Informed Approach to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning.

Through a trauma informed approach, our focus is not only the physical environment, but the relational environment and the very culture and ethos of our school. This requires emotionally regulated and available adults who can provide support for pupils, their parents/carers or each other when they are overwhelmed by an event, a situation or their feelings.

We recognise that the impact of trauma can be presented in different ways, including through behaviours that challenge. There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACE) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

## **Whole School Approach**

***As a school we are committed to providing an environment that has safety, positive relationships, empathy and compassion at its heart.***

All staff are responsible for adhering to positive practise that promotes a pupil's ability to engage in, and access their learning. This is based on the understanding that pupil's best achieves, develop and reach their true potential when staff are: fair, flexible, trustworthy, respectful, and model positive relationships.

It is our aim that every member of the school community (adults and children) are respected, supported and valued by promoting positive relationships, and with everyone accepting responsibility for their behaviour, the aims of this policy are as follows:

- Promote high expectations of positive behaviour, courtesy, mutual respect and consideration of others, within and beyond the school environment
- Help all pupils grow in a safe and secure environment, to become positive, responsible and increasingly independent members of the school community and beyond.
- Help all pupils to understand, regulate and manage emotions and to increasingly show empathy and understanding to others
- Encourage and celebrate individual strengths and achievements of children and staff
- Promote self-esteem
- Build a community which values kindness, care, good humour, respect and empathy for others.

It is the expectation at Lincoln Gardens Primary School, that all staff, regardless of role act in this way. We are committed to working in partnership with all stakeholders to identify the best ways of providing support for everyone within our school. We aim to develop positive, non-judgemental working alliances with all our stakeholders.

## **Positive Relationships**

***“Authentic care is only achieved if the adults believe in the children and the children believe that the adults believe in them”***

Positive relationships are at the heart of everything that we do at Lincoln Gardens Primary School. Teachers and support staff are expected to act as role models for pupils, in terms of their behaviour, appearance and modelled relationships. Pupils have the responsibility to work together and have the right to enjoy respectful friendships. To support these responsibilities and rights, it is important that there is consistency in practice across the school. This includes;

- Meeting and greeting at the gates– even the ones who are late and have been absent
- Meeting and greeting at the classroom door – even the ones who are late and have been absent
- Smiling – if it is not returned try again tomorrow
- Modelling calmness and positive interactions
- Noticing things and asking questions about what people are interested in
- Checking in with parents – for good things too!
- Regard for that person even though they may bring challenges
- Offering the hand of help

## Our School Rules

To ensure that our staff can inspire all children to enjoy and achieve, the school community; children, parents, governors and staff have created our own code of conduct, called The Lincoln Gardens Code;

The Lincoln

Good listening, thinking and responding

Always be the best you can be

Respecting everyone and everything

Developing independence by engaging with the learning behaviours

Even when the going gets tough, smile

Nurturing friendships and being kind

Staying safe, speaking out.

CODE

The Lincoln Gardens Code will be visible around school in all key areas such as classrooms, support rooms, offices and corridors.



# Aim to be an 'Always' pupil

Pupils are expected to know the Lincoln Gardens Code.

Adults in school are clear about the minimum standard of behaviour that we expect by following the code.

If pupils choose not to follow the school code, there is a supportive, structured response to help get them back on track:

## Restorative Ladder

|                                                                                                                                                                                                                                               |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>First Instance</b>                                                                                                                                                                                                                         | Reminder    | <ul style="list-style-type: none"> <li>• Private, low-key.</li> <li>• Calm, clear and supportive discussion about changes in behaviour</li> </ul> <p>If applicable offer support strategies (<i>walk and talk, colouring, time to self in reading corner etc</i>)</p> <ul style="list-style-type: none"> <li>• <i>You look like you're struggling today, are you ok?</i></li> <li>• <i>You don't seem yourself today, do you want to talk about it?</i></li> </ul> <ul style="list-style-type: none"> <li>• Remind the children of previous success</li> <li>• Frequent/Subtle reconnections with the child for as long as needed.</li> </ul> |
| <b>Second Instance</b>                                                                                                                                                                                                                        | Caution     | <ul style="list-style-type: none"> <li>• Private, low-key explanation of code broken.</li> <li>• Calm, clear and supportive re-iteration of expectation to the child</li> <li>• Adult explains the behaviour they are looking for and encourages this (the adult makes sure they catch the pupil doing the right thing - praise.)</li> <li>• Remind the children of previous success</li> </ul>                                                                                                                                                                                                                                               |
| <b>Third Instance (stage 1a)</b>                                                                                                                                                                                                              | Last Chance | <ul style="list-style-type: none"> <li>• Adult takes the child to a quieter area (for privacy).</li> <li>• Private, low-key explanation of code broken (calm but firmer).</li> <li>• Re-iteration of expectation to the child, showing disapproval of behaviour.</li> <li>• Adult explains the behaviour they are looking for and encourages this (the adult makes sure they catch the pupil doing the right thing - praise.)</li> <li>• Make the challenge time limited to achieve (e.g. set number of questions, amount of writing, clear away etc)</li> </ul> <p><b>This incident is recorded on CPOMs</b></p>                             |
| <b>Fourth Instance (stage 1b)</b>                                                                                                                                                                                                             | Time Out    | <ul style="list-style-type: none"> <li>• Phase Leader to be contacted.</li> <li>• Phase leader to have a private, low-key explanation of code broken. This can take place at a mutually convenient time.</li> <li>• Re-iteration of expectation to the child, showing disapproval of behaviour.</li> <li>• Phase Leader explains the behaviour they are looking for and encourages this moving forward</li> <li>• Phase Leader to check in with the adult and child to ensure positive choices are being made.</li> </ul> <p><b>If a child reaches this stage then they are required to repair the situation</b></p>                          |
|                                                                                                                                                                                                                                               | Repair      | <p><b>Children to stay in and complete reflective behaviour sheet with the initial member of staff.</b></p> <p><b>This incident is recorded on CPOMs</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Supportive Tracker – Green Card.</b></p> <p>If a child's behaviour is becoming a concern, then a supportive tracker is given. This is to help the child make better choices regarding their behaviour (to be reviewed after 2 days)</p> |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Consequence Ladder

- Every incident will be thoroughly investigated before a sanction is given.
- Any decision made around consequences will consider contextual information and current circumstances and some consequences will be bespoke.

|                |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage 2</b> | <b>If I do:</b><br>Show lack of respect towards adults and peers<br>Use of abusive language<br>Hurt with intent<br>Leave the classroom without permission<br>Fight -Classroom / Playground<br>Choose not to work to the best of my ability                                                | <b>This will happen:</b><br>Stage 2 Consequence Tracker (2 days minimum)<br><br>Parents to be contacted (class teacher)<br>Child unable to go outside at lunchtimes<br><br><i>Collecting three Stage 2 Consequence Tracker in one half term:</i><br><b>Meet with parents</b><br><b>IPP will be discussed</b>                                                                                                                                                          |
| <b>Stage 3</b> | <b>If I do:</b><br>Bully (Proven)<br>Vandalise<br>Use intentional violent and threatening behaviour<br>Steal<br>Display racist behaviour<br>Display homophobic behaviour                                                                                                                  | <b>This will happen:</b><br>Stage 3 Consequence Tracker (2 days minimum) (Issued by SST)<br><br>Parents to be contacted (class teacher)<br><br>Child unable to go outside at playtimes or lunchtimes<br>Child unable to participate in lunchtime and after school clubs<br>Child unable to represent school in outside events.<br><br><i>Collecting two Stage 3 Consequence Trackers in one half term</i><br><b>Meet with parents</b><br><b>IPP will be discussed</b> |
| <b>Stage 4</b> | <b>If I do:</b><br>Seriously challenge authority<br>Bring any toxic substances on school premises<br>Bring any dangerous items on school premises<br>a one off incident which is deemed serious<br>Display repeated serious behaviours<br><br>Exhibit Brook Traffic Light Red Behaviours. | <b>This will happen:</b><br>School Exclusion for a period of time,<br><br>Meeting called with parents.<br>Letter outlining reasons for exclusion given to parents.<br><br>Work set by the teacher but completed away from the classroom and other children.<br>No breaks, trips or clubs for the duration of the exclusion.                                                                                                                                           |
| <b>Stage 5</b> | <b>If I do:</b><br>Stage 4 behaviours repeated<br><br>Seriously harm the safety and welfare of others within school through:<br>Display extreme Violence<br>Physically abuse children and /or staff which significantly disrupts the smooth running of the class, year group or school.   | <b>This will happen:</b><br>School Suspension for a period of time.<br><br>Upon return to school, pupil and parent attend a reintegration meeting with a period of reflection time out of the class.                                                                                                                                                                                                                                                                  |
| <b>Stage 6</b> | <b>If I do:</b><br>A serious one-off breach of the behaviour policy<br>Persistent breaches                                                                                                                                                                                                | <b>This will happen:</b><br>Recommendation of Permanent Exclusion by Head teacher to the governing body.<br>(See statutory guidance set by government)                                                                                                                                                                                                                                                                                                                |

## **Learning Behaviours**

At Lincoln Gardens we want all of our children to be successful, reflective and independent learners. Our aim is to help our children in their behaviour, attitudes and values and ultimately, in preparation for life as successful adults in modern Britain. Therefore, we have chosen 6 key behaviours for learning to ensure our children become successful learners.

They are

- Motivation – 'Ready to learn'
- Positivity - 'I can do it'
- Determination – 'I will do it'
- Perseverance – 'Never give up!'
- Reflection – 'How will I improve next time?'
- Adaptability – 'Different ways to do the same thing'

Each child across the school will have a behaviour for learning tracker which stays with them throughout school. Every lesson will have a learning behaviour focus. If a child displays any of the learning behaviours during the lesson their name gets put onto a grid at the front of the class. If they demonstrate it again during the lesson or any time in the future they will receive a tick next to their name. Once the child has a tick against their name, they will receive a learning behaviour sticker to take home as well as one for their own tracker. Once a child has completed all the boxes for one learning behaviour, they are to be sent to the phase leader who will give them a certificate to take home. children need to demonstrate this behaviour for learning five times. Once this process is complete for all 6, the child will receive the BRONZE supernova learner award. This process will then start again for SILVER and GOLD awards respectively.

## **Rewards**

At Lincoln Gardens we recognise that it is important to acknowledge children for good behaviour. Positive recognition is used to:

- Encourage pupils to behave appropriately
- Improve pupil's self esteem
- Create a positive classroom environment
- Establish positive relationships with pupils
- Develop pupil independence with the use of 6 key identified learning behaviours.

There are a variety of ways that we celebrate good behaviour:

## **The Always Assembly**

This is an achievement assembly which takes place every Friday and a child from each class is chosen who has demonstrated the Lincoln Gardens Code best that week. Teachers choose a child from their class to be mentioned in assembly where they will receive a certificate; a lanyard to wear for the week and sit at the 'top table' in the dining hall on Friday.

## **Half Termly HT and DHT Golden Notes**

The Headteacher and Deputy Headteacher will liaise with the class teacher each half term to each identify a pupil who has consistently demonstrated the school vision and code to receive a golden note. The child will receive a formal letter (in a gold envelope), outlining the reason for receiving the golden note. The following half term they will also receive recognition through a certificate in 'The Always' assembly.

## **Mathmagician of the week**

Throughout the week, staff identify children who they feel deserved to be praised for their work in maths. This is not always the best mathematicians but the children that have made good progress, shown a positive attitude towards their learning or not given up when they have found the work challenging. The winner will receive a certificate and a lanyard to wear for the week.

### **Star Writer**

Throughout the week, staff identify children who they feel deserved to be praised for their writing. This is not always the best writer but the children that have made good progress, shown a positive attitude towards their learning or not given up when they have found it tough. The winner will receive a certificate and a lanyard to wear for the week.

### **The Kindness Award**

Each week the children and staff are given the opportunity to nominate another child for an act of kindness. A cup and certificate is given to the child in the 'Always Assembly' and they keep this cup for a week. When choosing the winner, the staff are requested to look for the consistently kind and well-behaved child not just one off acts of kindness.

### **Sport Award**

Throughout the week, staff identify children who they feel deserved to be praised for their work in PE. This is not always the best sports person but the children that have made good progress, shown a positive attitude towards their learning or not given up when they have found the work challenging. The winner will receive a certificate and a lanyard to wear for the week.

### **Reader of the week**

Throughout the week, staff identify children who they feel deserved to be praised for their work in Reading. This is not always the best reader but the children that have made good progress, shown a positive attitude towards their learning or not given up when they have found the work challenging. The winner will receive a certificate and a lanyard to wear for the week.

### **Achievement Tree**

As a school we value the contribution children make in the wider community and their achievements outside of school. This could be a sporting achievement, charity work or even a good community gesture which has been recognised. The children will receive a certificate in the achievement assembly and their photograph will be displayed on the achievement tree.

### **Creative Award**

This will be given out weekly and teachers will nominate their children who have produced some creative work in class. This could be a piece of art or DT work or even a piece of history presented in a creative way in their learning journal.

### **Reading Monster Award (4 or more reads)**

Each child that reads four times a week or more at home will have their name put into a class draw. One name will be drawn out and the child selected will win a prize.

### **Reading retreat**

On the playground, we have a 'Reading Retreat'. This is a special small-group space dedicated to reading. Children can be selected to attend the Reading Retreat by their class teacher by showing particular enthusiasm for reading (inside or outside of school). One child is selected to attend the Retreat each week and they may choose a friend to attend with them. Selected children will be given a 'Golden Ticket' which allows them to access the Retreat at lunchtime on their year group day.

### **Coat Peg award**

Every week the class with the tidiest peg space will be awarded the Coat Peg trophy by the school caretaker.

### **Regular Wow notes**

Staff issue WOW notes to children for their identified achievements. Class teachers recognise children who follow the Lincoln Gardens Code by sending home a wow slip. If a child does some excellent work in a specific subject (class teacher to identify), the child takes their work to the subject coordinator, and they receive a WOW note to recognise their achievements and success.

### **Positive Phone Calls Home**

Every week class teachers will make positive phone calls home. These are logged on the CAF.

### **Attendance Ted Spin the wheel**

Every week, the class with the highest attendance will receive the attendance Ted for the week. They will also receive a letter towards spelling out the word 'REWARD'. To earn a letter, the class must have a weekly attendance above 95%. Once the class collect all the letters to spell out 'REWARD' they get to spin the wheel. The wheel is full of class treats as chosen by the Class Champions.

### **House Points**

Each child in the school is placed into a house team. They will earn points for their house when they display the Lincoln Gardens Code when out of the classroom.

If a child is sent to another class to show some work then they will be rewarded with a sticker that they can put onto their house tally chart in the classroom. They can also earn house points for their positive conduct around the school and following the Lincoln Gardens Code outside of the classroom. At the end of every week, the stickers are counted by house captains and a running total is kept. The totals are shared at the weekly house assembly.

The house with the highest number of points at the end of the term will be rewarded with a small in house treat. E.g. non uniform day, extra playtime etc.

### **Class Dojos**

Each child will have the chance to earn class dojos based on their conduct in the classroom. Each teacher will have the Lincoln Gardens Code as their rewards and sanctions, each with a value of 1 dojo. These be rewarded and removed at the discretion of the staff in the room.

**Note – whole class dojos may be awarded but only removed individually.**

Children will get the opportunity to spend their dojos, at a designated time, at the Dojo Shop.

### **Playground Behaviour**

**When dealing with children on the playground, it is vital they are given a chance to 'calm down' before engaging with them. This will ensure the issue can be dealt with in a calm and reasonable manner.**

Pupils are expected to show good standards of behaviour whilst on the playground. The Lincoln Gardens Code applies to the playground and these should be constantly reinforced by all members of staff. Staff should be prompt when on duty. Teaching Assistants can cover a teacher's class so that they can have the opportunity for a comfort break. Staff should be proactive when on duty and be observant of potential problems, gaining a child's attention can be done by using a whistle. The end of playtime is indicated by the bell and a long whistle blow. Children should stand still and when asked walk promptly to their lines after the whistle. Due to the size of key Stage 2 playground staff are asked to help their colleagues by being on the playground promptly to help with the lining up process. Children will then be led into the building by their Class Teacher.

To support the children on the playground, elected pupils will take on the role of the 'Blue Cap Crew' and 'Sports Ambassadors'

Blue Cap Crew are

### **Blue Cap Crew**

Children who volunteer to be a member of the 'Blue Cap Crew' at Lincoln Gardens, make a commitment to help encourage happy and sociable playtimes and lunchtimes. The 'Blue Cap Crew' are a point of contact during breaks and lunchtimes who can help promote friendship and lead playground games. They also make sure that no-one feels alone and are trained to be able to sort out any minor disagreements fairly, informing a member of staff when there are problems. They are role models and set a good example of how to care for others. If any child is having difficulties finding someone to play with during lunchtime and playtime they can stand at the **Friendship Stop** and a member of the Blue Cap Crew will offer to play with them.

## Sports Ambassadors

Y5 and 6 children have an opportunity to train as sports ambassadors. The children receive training from experienced coaches to give them the skills to inspire and lead children on the KS1 and KS2 playgrounds at lunchtimes. The ambassadors encourage children to become more active by promoting healthy lifestyles and acting as role models by organising and leading a range of sports activities.

**A child should not be left in a classroom at playtime unsupervised.**

**All children should be challenged as to why they are in the school building at break times and not allow children to wander in and out of the school as they please.**

**Lunchtime passes will be provided to any child who has permission to be inside school during the lunchtime period**

Staff need to ensure that all the above are common messages to the children. An immediate consequence of not following the Lincoln Gardens Code for the teacher on duty will be: Time out with the teacher or against the wall. The teacher on duty may feel it necessary to share the problem with the child's class teacher at the end of the playtime.

## Lunchtime Behaviour

Children are expected to continue their good standards of behaviour throughout the lunchtime period and to treat the lunchtime staff with respect. It is the responsibility of SST to ensure that the Lunchtime staff are aware of the philosophy of the school and the procedures that are available to them in order to manage behaviour fairly and well.

|                                  |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>First Instance</b>            | Concern          | <ul style="list-style-type: none"><li>● Private, low-key and talk away from peers/audience<ul style="list-style-type: none"><li>● <i>You look like you're struggling today, are you ok?</i></li><li>● <i>You don't seem yourself today, do you want to talk about it</i></li></ul></li></ul> <p>Calm, clear and supportive discussion about displayed behaviour<br/>If applicable offer support strategies (<i>play with other children, choose another activity, time away from peers, lunch on a different table</i>)</p> <ul style="list-style-type: none"><li>● Remind the children of previous success</li><li>● Frequent/Subtle reconnections with the child for as long as needed.</li></ul> |
| <b>Second Instance</b>           | On Going Concern | <ul style="list-style-type: none"><li>● Private, low-key explanation of code broken.</li><li>● Calm, clear and supportive re-iteration of expectation to the child</li><li>● Adult explains the behaviour they are looking for and encourages this (the adult makes sure they catch the pupil doing the right thing - praise.)</li><li>● Remind the children of previous success</li></ul>                                                                                                                                                                                                                                                                                                          |
| <b>Third Instance (stage 1a)</b> | Firm             | <ul style="list-style-type: none"><li>● Adult takes the child to a quieter area (for privacy).</li><li>● Private, low-key explanation of code broken (calm but firmer).</li><li>● Re-iteration of expectation to the child, showing disapproval of behaviour.</li><li>● Adult explains the behaviour they are looking for and encourages this (the adult makes sure they catch the pupil doing the right thing - praise.)</li><li>● Make the challenge time limited to achieve</li></ul>                                                                                                                                                                                                            |

**Any child who continues to make poor choices, the following reflection time strategies may be implemented:**

- Taking last place in line
- Sitting apart from friends
- Time Out (no more than 10 minutes)

Class teacher to be informed of any child who has received reflection time at lunchtime

**Rewards for good behaviour at lunchtime will include:**

- House point stickers
- Stickers for eating all their lunch

The class teacher will be informed of any incidents that needed a consequence given to the child.

## **CPOMS**

Pupil behaviour will be monitored to ensure timely and proactive support is provided to any child who is experiencing difficulties.

- Every incident will be thoroughly investigated before a sanction is given.
- Any decision made around consequences will consider contextual information and current circumstances and some consequences will be bespoke.

CPOMS will be used as a way of recording concerns. CPOM incidents will need to be filled in no longer than 24 hours from the incident and followed up with the necessary actions. Staff note down any significant concerns, incidents or any contact with parents or outside agencies. Staff are made aware of the confidential nature of these entries. Teachers look for regular patterns of behaviour and keep parents and SST informed of any pupils with behaviour concerns.

## **Bullying**

We do not tolerate bullying of any kind. If, through thorough investigations, we find evidence and prove that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (see anti-bullying policy)

## **Racism**

The school does not tolerate racism of any kind. If we discover that an act of racism has taken place, we act immediately to stop any further occurrences of such behaviour. Any act of racism will be reported in the child's behaviour profile and parents informed (see anti-racism policy)

## **Homophobia**

The school does not tolerate homophobia of any kind. If we discover that an act of homophobia has taken place, we act immediately to stop any further occurrences of such behaviour. Any act of homophobia will be reported in the child's behaviour profile and parents informed.

## **Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex within the primary sector. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The school does not tolerate any form of sexual harassment and any reported incidents will be taken seriously, reported in the child's behaviour profile and parents informed.

## **Key Worker and Vulnerable Children**

The school keeps a list of children who often need a little extra support to ensure pupils achieve, develop and reach their true potential. The class teacher is of course the first key worker but these children may have an additional named worker who regularly makes themselves available. This list is reviewed by staff and is confidential in nature.

## **Individual Pupil Plans**

The school uses Individual Pupil Plans for children who need supportive strategies in order to ensure they achieve, develop and reach their true potential. The pupil plans (appendix 1) are bespoke to the needs of the child and are appropriately reviewed (approximately half termly). The plans are shared with parents and all adults the child works with in school to ensure a consistent approach. The pupil plan will be removed once the bespoke strategies are no longer needed.

## **Positive Handling Plans**

Although most young people at Lincoln Gardens Primary School will never require any form of Positive Handling, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behavior. The school will not positively handle a child unless it is as a last resort when all other behaviour management strategies have failed; when pupils, staff are at risk or there is a risk of significant damage to property (positive handling policy). Generally only staff

who are up to date Team Teach will positively handle children. However, if deemed necessary any adult can handle a child. For children who are at high risk of being positively handled, a meeting with parents will be arranged to go through an individual support plan which includes the positive handling plan (appendix 2) and the positive handling protocol of the school (appendix 3) which will be signed and filed. The use of a restrictive physical intervention, whether planned or unplanned (emergency) should always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved on the pro forma and recorded on CPOMs with an incident number

### **Risk Assessment**

Where a child requires extra support in school and out of school on visits, a risk assessment form will be completed

### **External agencies**

The school works hard to meet the needs of all children and try many positive strategies to help, support and engage children in making positive choices regarding their behaviour. If a child displays complex behaviour needs and all the strategies have been used within school to no avail, external agencies will be used to support the school in managing the behaviour of the child.

### **Fair Access Inclusion Panel**

If the strategies put into place by the school and external agencies are having no impact on the child and their behaviour, the next steps would be a recommendation to the Fair Access Inclusion Panel. The child would be recommended for alternative provision to provide further support for their needs.

### **Inclusion and Equal Opportunities**

The school has a duty under the Equality Act 2010, in respect of safeguarding (Keeping Children Safe in Education) and in respect of pupils with special educational needs (SEND Code of Practice) to ensure that all children are given opportunities to thrive and succeed – this may mean that adjustments for their special needs or circumstances may need to be made. If the pupil had behaved in a manner which warrants using the consequence ladder, they would have to have consequences applied but their special need must be considered. This would be referred to as a Reasonable Adjustment e.g. –

- If a pupil with ASD had been unkind to another pupil, staff would need to consider how the pupil would react to a reprimand that other children would be able to manage.
- A pupil undergoing a bereavement may need some extra consideration when being challenged for being unkind.
- A pupil with a particularly challenging home circumstance may need some extra support to understand what acceptable behaviour is.

## **Roles and Responsibilities.**

### **The Role of the Head teacher**

It is the responsibility of the Head teacher, under the [School Standards and Framework Act 1998](#), updated 2002 and 2006 and the [Education Act 2011](#) to implement the relationship and restorative policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in school.

### **The Role of the Class Teacher**

It is the responsibility of the Class Teacher to ensure that the school rights are enforced in their class, and that their class behaves in a responsible manner during lesson time. Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children behave to the best of their ability.

### **The Pastoral Team**

The Pastoral Team have a specific role in working on the behaviour strategy of the school in terms of inclusion. The team will work with targeted individuals and groups whose learning, conduct or emotional behaviour limits their access to learning. Class Teachers or the Head teacher will make referrals to the Pastoral Team by completing the necessary supporting documentation

### **The Role of support staff**

All support staff and Lunchtime Supervisors are expected to follow the policy in respect of the school rights and consequences. They offer praise and reward good behaviour positively by using appropriate rewards

### **The Role of the Parents**

At Lincoln Gardens Primary we work collaboratively with parents. We explain the School Relationship and Restorative Policy in a booklet for parents and use a Home School Agreement as a means of setting up a partnership between the parents and the school. If the school has to use appropriate consequences, it would be expected that the parent would support the school. If parents have any concerns about the way their child has been treated then they should initially contact the class teacher or the Phase Leader before making contact with SST. If the concern remains, they should contact the School Governors or North Lincolnshire Authority.

### **The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The Governors support the Head teacher in carrying out these guidelines.

### **Suspensions and Permanent Exclusions**

Only the Head teacher (or the Acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. For periods of five or more days then the Head teacher must arrange for the pupil to be educated on an alternative site. Looked after Children must have alternative provision from day one. The Head teacher may also exclude a pupil permanently.

If a child receives a suspension, they will be provided with work to complete at home. On return to school, the child and parent will attend a reintegration meeting. The purpose of this meeting is to discuss the incident and ascertain if they are ready to enter the school's learning environment. The child will complete a period of isolation before entering the classroom with a red card to monitor their behaviour.

If the Head teacher excludes a pupil permanently, he/she must inform the parent's immediately once a thorough investigation and fact-finding exercise has taken place giving reasons for the exclusion. At the same time the Head teacher must make it clear to the parents that they can appeal to the governing body. The school informs the parents how to make such an appeal.

The Head teacher informs the LA and the governing Body about any permanent exclusion and any fixed term exclusions beyond fifteen days in one term.

The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Head teacher.

The Governing Body has 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 pupil is to be reinstated then the Head teacher must comply with this ruling.

The effectiveness of this policy will be reviewed and evaluated by the staff as part of the schools rolling programme. The Head teacher will report the result of the evaluation to the governing body and recommend any policy changes as and when they become necessary.

Appendix 1  
Individual Personalised Plan

|                  |  |
|------------------|--|
| Date of Plan     |  |
| Plan Review Date |  |

|               |  |
|---------------|--|
| Name          |  |
| Year Group    |  |
| Class Teacher |  |

|                                                         |                  |  |
|---------------------------------------------------------|------------------|--|
| Is the child on the SEND register?                      |                  |  |
| SEND Need                                               |                  |  |
| Current SEND Targets                                    |                  |  |
| Diagnosed Medical condition<br>(tick where appropriate) | <u>ADHD</u>      |  |
|                                                         | <u>ASD</u>       |  |
|                                                         | <u>Dyslexia</u>  |  |
|                                                         | <u>Tourettes</u> |  |
|                                                         | <u>Other:</u>    |  |
| External Agencies currently involved                    |                  |  |

|                    |  |                                 |
|--------------------|--|---------------------------------|
| Triggers           |  | <u>De-escalation Strategies</u> |
| What interests me? |  | •                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <u>Reasonable Adjustments</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <p>Arrival</p> <p>Learning Time</p> <p>Social Time</p> <p>Departure</p> <p>Rewards</p> <p>Additional Wellbeing.</p> <ul style="list-style-type: none"> <li>Dojos to be rewarded when making the right choices and in line with the school behaviour policy.</li> <li>Any poor behaviour choices will be dealt with in-line with the school behaviour policy.</li> <li>Any work I fail to complete will be done at break and dinner times.</li> <li>Dojo taken away for inappropriate in the classroom</li> </ul> |  |
| Child:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Parent:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| School:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |

## Individual Personalised Plan including Handling Plan

|                  |  |
|------------------|--|
| Date of Plan     |  |
| Plan Review Date |  |

|                   |  |
|-------------------|--|
| Name              |  |
| Year Group        |  |
| Class Teacher     |  |
| Additional Adults |  |

|                                                         |                  |  |
|---------------------------------------------------------|------------------|--|
| Is the child on the SEND register?                      |                  |  |
| SEND Need                                               |                  |  |
| Current SEND Targets                                    |                  |  |
| Diagnosed Medical condition<br>(tick where appropriate) | <u>ADHD</u>      |  |
|                                                         | <u>ASD</u>       |  |
|                                                         | <u>Dyslexia</u>  |  |
|                                                         | <u>Tourettes</u> |  |
|                                                         | <u>Other:</u>    |  |
| External Agencies currently involved                    | FASST            |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Triggers                                                                                                                                                                                                                                                                                                                                                                                                            | • | <u>De-escalation Strategies</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| What interests me?                                                                                                                                                                                                                                                                                                                                                                                                  | • | •                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Reasonable Adjustments</b>                                                                                                                                                                                                                                                                                                                                                                                       |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Arrival<br><br>Learning Time<br><br>Rewards<br><br>Additional Wellbeing.<br>•                                                                                                                                                                                                                                                                                                                                       |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Success:<br>•                                                                                                                                                                                                                                                                                                                                                                                                       |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Anxiety Indicators:</b>                                                                                                                                                                                                                                                                                                                                                                                          |   | <b>Defensive Indicators:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>My Behaviour:</b> <ul style="list-style-type: none"> <li>Dismissive, not speaking</li> <li>Head on desk</li> <li>Making noises</li> <li>Refusing to co-operate</li> <li>Throwing equipment including my work</li> </ul> <b>What can I do help myself:</b> <ul style="list-style-type: none"> <li>Use my visual scale to express how I am feeling ?</li> <li>Talk to the adults in the room to help me</li> </ul> |   | <b>My Behaviour:</b> <ul style="list-style-type: none"> <li>Pupil displays higher tension</li> <li>Belligerent towards her peers and adults</li> <li>Breaking minor rules</li> <li>Low level destruction</li> <li>Picking up objects</li> <li>Challenges to adult authority</li> <li>Deliberately creating a disturbance and disrupting learning.</li> </ul> <b>What can I do to help myself:</b> <ul style="list-style-type: none"> <li>Use my calming breathing techniques</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Work in Miss Taylor's class to help me calm.</li> </ul> <p><b>What can the adult do to help:</b></p> <ul style="list-style-type: none"> <li>• Reassure me that my feelings will pass and that a positive day can still be had.</li> <li>• Allow me to use the shared area to calm</li> <li>• Direct me towards Miss Taylor's classroom</li> <li>• Stay calm and give me chance to alter my choices.</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Use the shared area to help me calm.</li> <li>• Engage in my walk and talk sessions and go on additional walks if the adults suggest I need one.</li> </ul> <p><b>What can the adult do to help me:</b></p> <ul style="list-style-type: none"> <li>• Help with my breathing techniques that I use with the class</li> <li>• Direct me towards the shared area</li> <li>• Take me on a walk and talk.</li> </ul>                                                                                                                                                                                    |
| <b>Crisis Indicators:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Follow up support:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>My Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Damaging property</li> <li>• Throwing equipment</li> <li>• Screaming and shouting</li> <li>• Refusal to engage with anyone.</li> <li>• Hurting members of staff</li> </ul> <p><b>What can I do to help myself:</b></p> <ul style="list-style-type: none"> <li>• Enter the shared area or green room.</li> <li>• Focus on breathing</li> </ul> <p><b>What an adult can do to help:</b></p> <ul style="list-style-type: none"> <li>• Remind and guide me towards my safe space</li> <li>• Reassure me</li> </ul> <p>Provide supportive language and help</p> | <p><b>My Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Calm and quiet.</li> <li>• Begins to engage in conversation</li> </ul> <p><b>What I can do to help?</b></p> <ul style="list-style-type: none"> <li>• Talk and listen to adults</li> <li>• Follow instructions that are given to me</li> <li>• Self reflect on behaviours</li> </ul> <p><b>What you can do to help?</b></p> <ul style="list-style-type: none"> <li>• Be calm and supportive</li> <li>• Give Olivia space and time to fully calm down.</li> <li>• Allow Olivia time to explain how she is feeling and what caused her to act the way she did.</li> </ul> |

| De escalation skills      | Try | Avoid |
|---------------------------|-----|-------|
| Empathy                   |     |       |
| Verbal advice and support |     |       |
| Giving Space              |     |       |
| Reassurance               |     |       |
| Help scripts              |     |       |
| Negotiation               |     |       |
| Limited choices           |     |       |
| Humour                    |     |       |
| Tactical ignoring         |     |       |
| Time out                  |     |       |
| Supportive touch          |     |       |
| Adult transfer            |     |       |
| Reminder of success       |     |       |
| Simple listening          |     |       |
| Acknowledgement           |     |       |
| Apologising               |     |       |
| Agreeing                  |     |       |
| Removing audience         |     |       |
| Others:                   |     |       |

| Physical Intervention                   | Try | Avoid |
|-----------------------------------------|-----|-------|
| Immediate caring C guide                |     |       |
| Single elbow                            |     |       |
| Figure of four                          |     |       |
| Single person double elbow              |     |       |
| Single elbow in bean bag                |     |       |
| Single person, double elbow in bean bag |     |       |
| Half shield                             |     |       |

The skills and techniques taught on a Team Teach course are as a result of an ongoing risk assessment in an effort to safeguard everyone involved in a violent incident where physical interventions are necessary.

Team Teach techniques seeks to avoid injury, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that pupils remain safe.

All incidents will be recording on CPOMS and any incidents requiring physical intervention will result in a positive handling form being completed.

|                                                                     |
|---------------------------------------------------------------------|
| <b>Success:</b> <ul style="list-style-type: none"> <li>•</li> </ul> |
|                                                                     |

|                           |  |
|---------------------------|--|
| <b>Child:</b>             |  |
| <b>Parent:</b>            |  |
| <b>School:</b>            |  |
| <b>External Agencies:</b> |  |