

Our Restorative Pathway

Behaviour	Actions	Logical Consequences	Positive Recognition
<ul style="list-style-type: none"> Repeated disruption of teaching and learning Repeated disengagement in learning Hurting others emotionally Hurting others physically Absconding from the classroom Poor attendance and/or punctuality Repeated inappropriate touching of others Non-attendance at Educational Visits Inconsistent support for learning and behaviour from home Damage to minor property 	Universal school actions <ul style="list-style-type: none"> CALM Scripts Collecting pupil voice Lesson planning adaptations Giving pupils directed choices e.g. carpet or chair Seating planning, positive role models Relationship building The PACE approach The Zones of Regulation support Development matters assessment Boxall profiling Logical consequences Advice from line manager/Pastoral Team ABC behaviour observations / behaviour analysis Parent/carers collaboration Differentiated PSHE curriculum Social stories 	Optional logical consequences for all stages within the restorative pathway. <p>These will depend on the behaviour, pupil, context and related actions:</p> <ul style="list-style-type: none"> Restorative conversation between pupils – conflict resolution support Restorative conversation with a member of staff – in the pupil’s own time Time in a safe space/buddy classroom Completing learning at another point of the school day Tidying the environment Learning being sent home Meeting with parents and school Significant incident letter 	Optional positive recognition for all stages within the restorative pathway. <p>These will depend on the behaviour, pupil, context and related actions</p> <p>All pupils will receive positive recognition, regardless of their stage on the restorative pathway.</p> <ul style="list-style-type: none"> Praise Work used as an example for others e.g. sharing work under a visualiser Sharing successes with families Secret student Marble jar – whole class rewards Responsibility for a class or whole school routine Leadership responsibility for whole school or year group e.g. school council, peer mentor, librarian, sports Coaches, eco schools’ representative, head boy, head girl, prefects (Year 6) “Special mention” during class phase worship that focus upon academic, non – academic achievements and exemplary behaviour Visiting another adult in the school for praise Positive marking of work children’s work (see feedback within the teaching and learning policy)
<ul style="list-style-type: none"> Persistent emotional harm to others Bullying or cyberbullying Serious damage to property Repeated physical harm to others Unsatisfactory attendance and punctuality, impacting on learning Home school partnership is not positive and is detrimental to pupil progress and wellbeing Serious persistent disruption Serious and persistent refusal to follow instructions Swearing Considerable damage to property Absconding from the classroom 	Enhanced and specialist actions <ul style="list-style-type: none"> Pastoral team enhanced support Pastoral Support Plan Adaptations to interventions and provision groups Parents/carers additional collaboration Continuing logical consequences e.g. tidying an area, learning sent home Referrals to relevant external agencies (see external agencies list) Individualised Zones of Regulation Profile risk management plan (personalised behaviour pathway)		
<ul style="list-style-type: none"> Persistent, serious and harmful disruption to the learning of others Persistent, serious physical harm to others Threatening behaviour Homophobic, racist, sexist or other hate comments Sustained bullying including cyber bullying Selling or using drugs/weapons Illegal behaviour Breakdown in relationships with parents/families and school impacts negatively on learning and wellbeing of child Persistent and serious inappropriate touching of others Serious damage to property Absconding from school site 	Specialist external actions <ul style="list-style-type: none"> Inclusion team advice Specialist Resource Base referral Educational Psychologist support Adaptation of school timetable Anti-bullying policy <p>On rare occasions, for persistent, serious behaviour breaches, exclusions will need to be considered.</p> <p>Please see relevant sections of the policy for information regarding exclusions.</p>		