

Behaviour and Relationships Policy



Thorn Grove Primary School

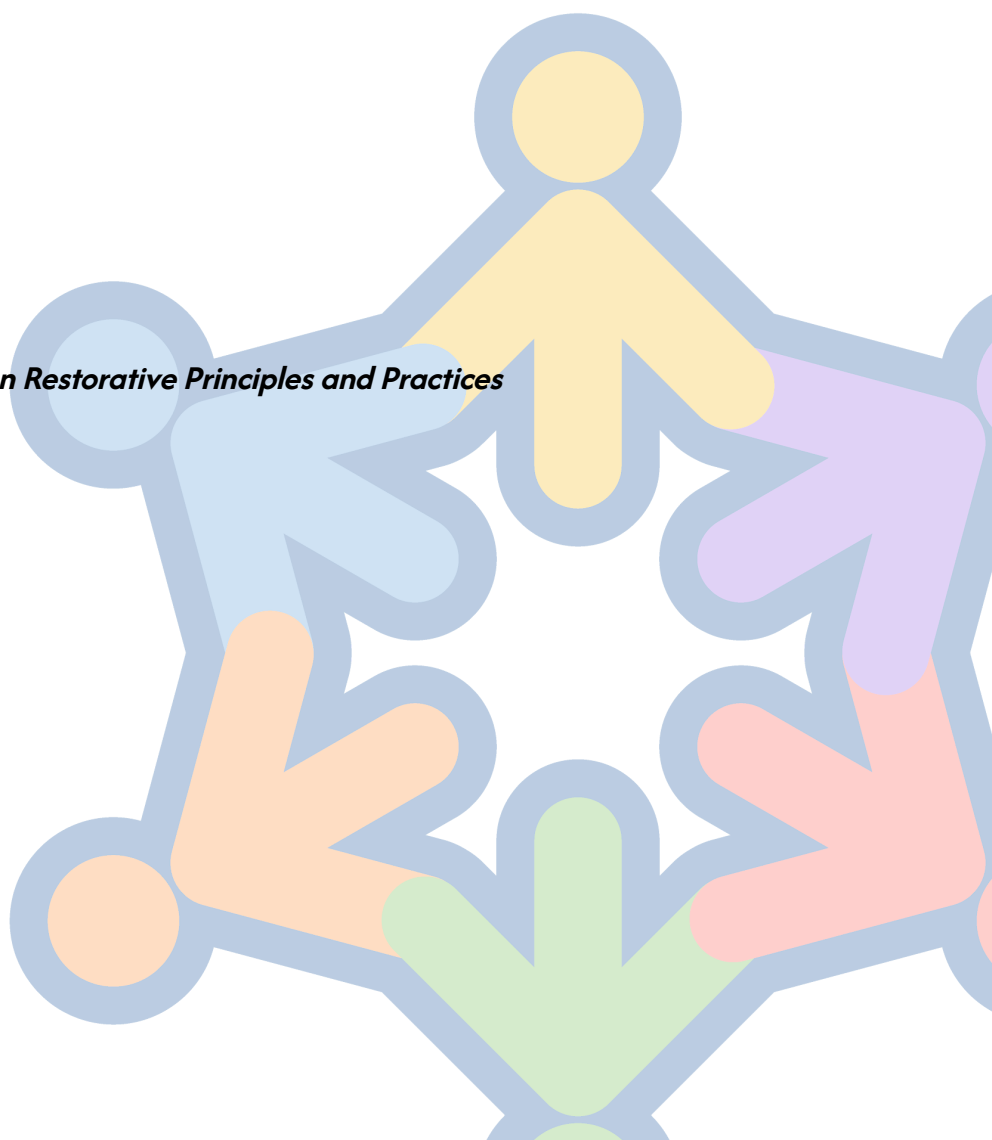
Together we nurture curious, respectful, aspirational individuals

Approved by Governing Body on:	30 January 2025
<i>L.Vose</i> Headteacher	<i>T.Buckley</i> Chair of Governors
Next review due by:	January 2027

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Based on Restorative Principles and Practices



1. Vision and Values

At Thorn Grove Primary School, we believe in fostering a safe, inclusive, and supportive environment where positive relationships and connections underpin our school community. Our Behaviour and Relationships Policy is guided by restorative principles, ensuring that all members of our community feel valued, respected, and accountable for their actions.

Our mission is:

"Together we nurture curious, respectful, aspirational individuals."

We are committed to promoting and embedding our school values in everything we do:

- **Collaboration:** Working together as a team to achieve shared goals.
- **Equality:** Treating everyone with fairness and ensuring all voices are heard.
- **Confidence:** Building self-belief to take on challenges and achieve aspirations.
- **Resilience:** Developing the strength to overcome difficulties and learn from setbacks.
- **Empathy:** Understanding and respecting the feelings and perspectives of others.
- **Responsibility:** Taking ownership of our actions and making positive contributions to our community.

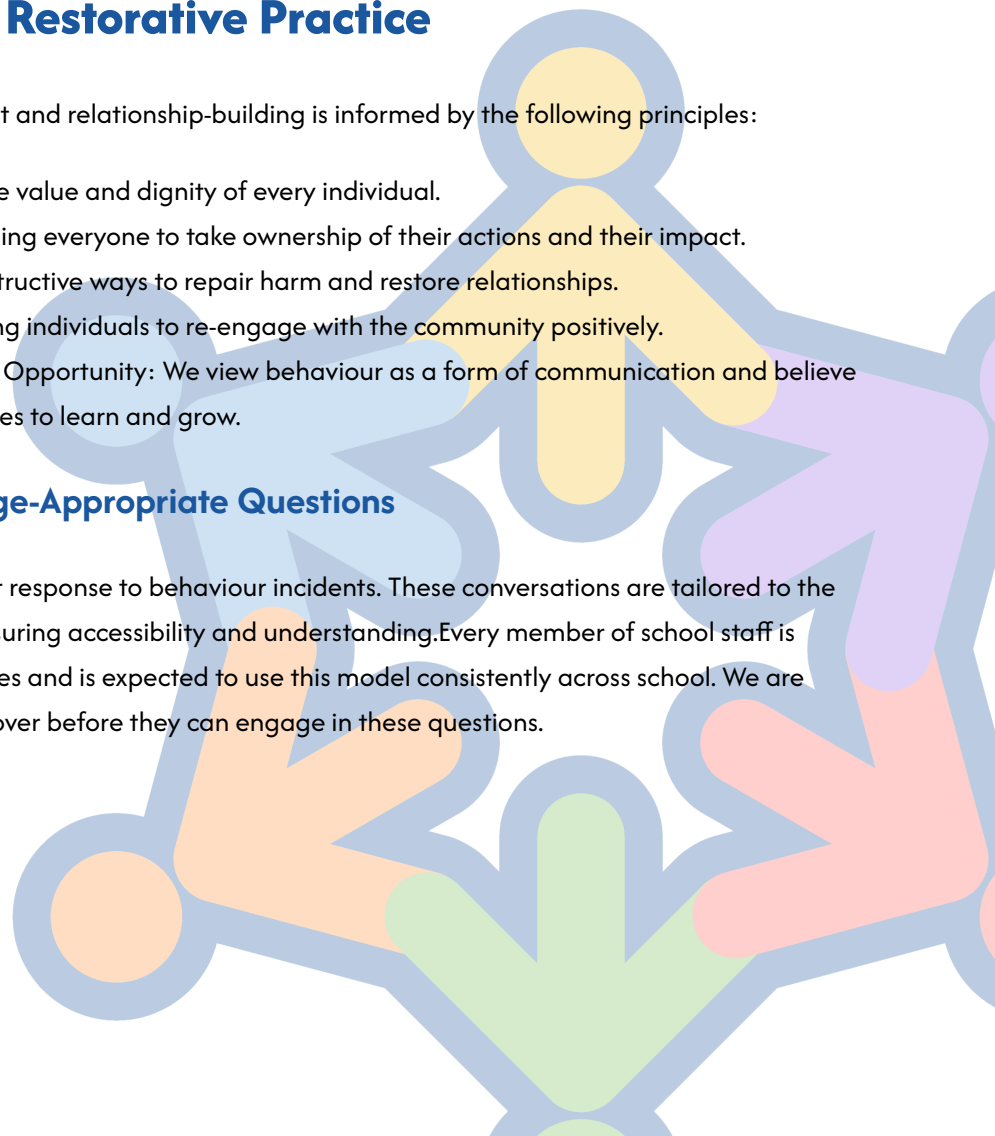
2. Core Principles of Restorative Practice

Our approach to behaviour management and relationship-building is informed by the following principles:

- **Respect:** Recognising the value and dignity of every individual.
- **Responsibility:** Encouraging everyone to take ownership of their actions and their impact.
- **Repair:** Facilitating constructive ways to repair harm and restore relationships.
- **Reintegration:** Supporting individuals to re-engage with the community positively.
- **Behaviour as a Learning Opportunity:** We view behaviour as a form of communication and believe mistakes are opportunities to learn and grow.

Restorative Discussions and Age-Appropriate Questions

Restorative discussions are integral to our response to behaviour incidents. These conversations are tailored to the child's age and developmental stage, ensuring accessibility and understanding. Every member of school staff is trained in these approaches and strategies and is expected to use this model consistently across school. We are aware that a child may need time to recover before they can engage in these questions.



Restorative Questions used at Thorn Grove:

- What happened?
- How did you feel when it happened?
- How do you think the other person felt?
- What can we do to make things better?

These discussions provide a structured opportunity for students to express themselves, acknowledge the impact of their actions, and take responsibility for making amends. Restorative conversations follow behaviour incidents to rebuild trust and repair relationships. Staff facilitate these conversations in a calm and supportive manner, ensuring all parties feel heard and understood.

Steps in Restorative Conversations:

1. Allow all parties to share their perspectives without interruption.
2. Identify the harm caused and who has been affected.
3. Discuss ways to repair the harm and prevent future incidents.
4. Agree on actions to move forward positively.

3. Rewards and Celebrations

At Thorn Grove Primary School, we place a strong emphasis on recognising and celebrating positive behaviour, effort, and contributions to the school community. We have the highest expectations of every pupil and foster the following 4 behaviour values:

- Try your best
- Pride in your work
- Active Listening
- Good Manners

Examples of rewards given for demonstrating our school values and behaviour values include: Dojo Points, Star of the Week, Visits to Senior Leaders. We also promote a strong sense of responsibility within our own children through various leadership roles, such as: Head Boy/Girl, Digital Leaders, Recycle Warriors, School Councillors, Librarians.

4. Supporting Social, Emotional, and Mental Health (SEMH)

At Thorn Grove Primary School, we recognise the importance of supporting children's social, emotional, and mental health to enable them to thrive both academically and personally. We are also very aware that some children need more help and support than others in this area.



Zones of Regulation

- We teach children to understand and regulate their emotions using the Zones of Regulation framework.
- Students learn to identify their feelings and develop strategies to return to the Green Zone where they are calm, focused, and ready to learn.

Emotional Literacy Support (ELSA)

- Our trained Emotional Literacy Support Assistant (ELSA) provides targeted intervention to help children develop emotional awareness and resilience.

Behaviour Mentor

- Our Behaviour Mentor provides tailored one-to-one or small group support, helping students set goals and develop strategies to overcome challenges.

PACE Model and Team Teach Strategies

- Staff use the PACE model (Playfulness, Acceptance, Curiosity, Empathy) to connect with children and address emotional needs, alongside de-escalation techniques from Team Teach.

5. Behaviour as a Mistake and an Opportunity for Learning

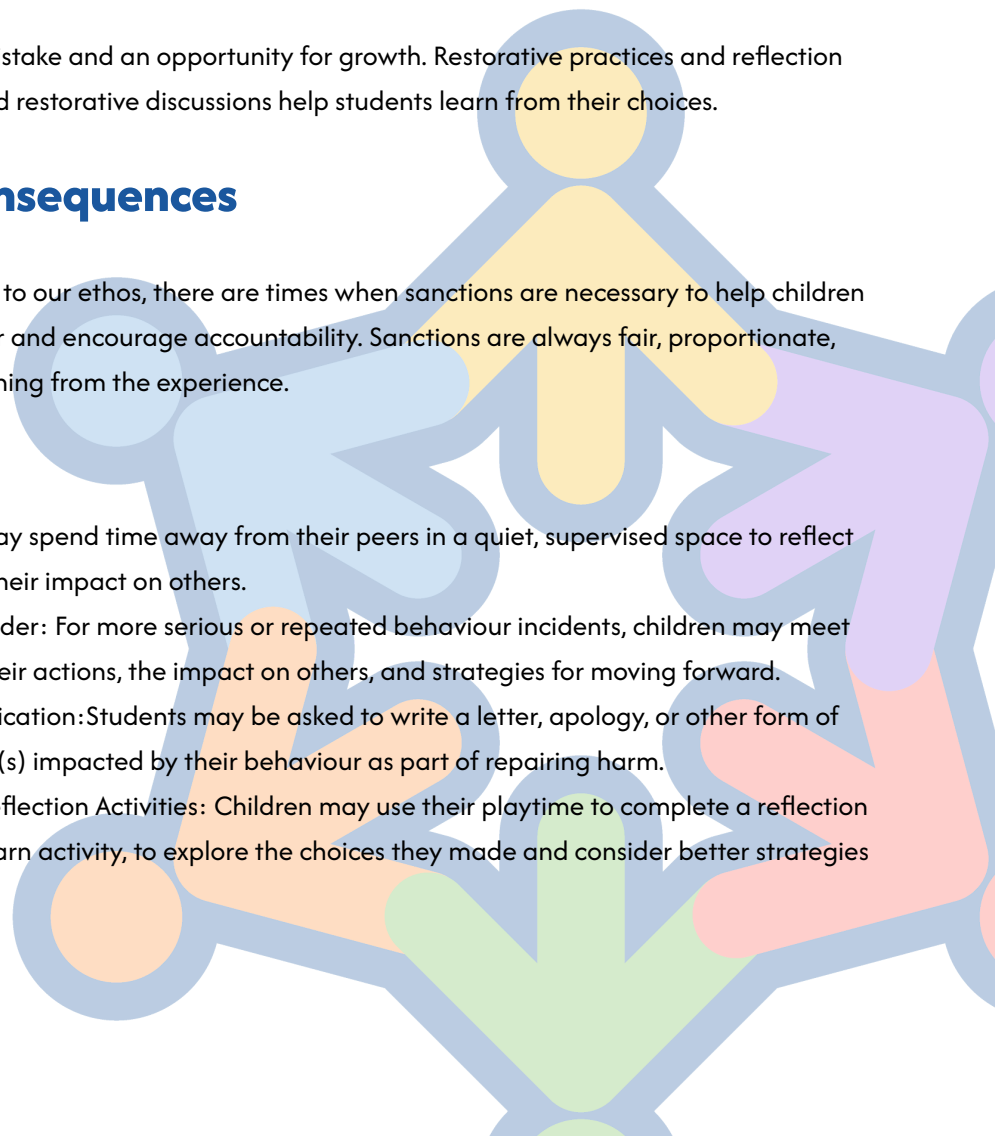
We view inappropriate behaviour as a mistake and an opportunity for growth. Restorative practices and reflection tools such as Listen, Link, Learn sheets and restorative discussions help students learn from their choices.

6. Sanctions and Consequences

While restorative approaches are central to our ethos, there are times when sanctions are necessary to help children understand the impact of their behaviour and encourage accountability. Sanctions are always fair, proportionate, and designed to support the child in learning from the experience.

Sanctions at Thorn Grove Primary School

- **Time Out to Reflect:** Students may spend time away from their peers in a quiet, supervised space to reflect on their behaviour choices and their impact on others.
- **Spending Time with a Senior Leader:** For more serious or repeated behaviour incidents, children may meet with a senior leader to discuss their actions, the impact on others, and strategies for moving forward.
- **Preparing Appropriate Communication:** Students may be asked to write a letter, apology, or other form of communication to the individual(s) impacted by their behaviour as part of repairing harm.
- **Using a Playtime to Complete Reflection Activities:** Children may use their playtime to complete a reflection sheet, such as the Listen, Link, Learn activity, to explore the choices they made and consider better strategies for the future.



- Redoing Work That Does Not Create a Sense of Pride: If a child's behaviour impacts the quality of their work, they may be asked to redo it during break or lunchtime to ensure it meets the standard they can take pride in.
- Parent Partnership: The Headteacher or Deputy Headteacher would meet with the parents to discuss the repeated inappropriate behaviours and create a co produced plan in order to improve matters.

Purpose of Sanctions

Our sanctions are designed to:

- Encourage accountability and responsibility.
- Provide an opportunity for reflection and learning.
- Repair harm and restore relationships where possible.
- Ensure the safety and wellbeing of all members of the school community.

Serious Incidents

There may be times when a child's behaviour falls well below the expectations of the Thorn Grove Community. At these times the child would be removed from the lesson as part of an internal exclusion. The event will be recorded electronically using CPOMS and a meeting with parents will be organised immediately. A serious incident or a repeated serious incident could result in a suspension or permanent exclusion.

Exclusion

An occasion may arise when a pupil's behaviour repeatedly falls below the expectations of the Thorn Grove community. The result of this can put at risk the rights of children to learn in a safe and disruption free environment, the rights of a teacher to teach in a safe and disruption free environment and the safety of the child. As stated earlier, the school adopts a positive approach to the management of pupil behaviour. Exclusion only being actively considered after every other avenue of resolving the challenging behaviours has been followed. The Headteacher may, after consultation with the Chair of Governors, suspend or exclude pupils.

If this action is taken, parents will be informed of the exclusion as soon as possible, along with the reason and their right to make representations to the Governing Body and the Education Office. If a permanent exclusion is necessary, the parents will be informed of their right to appeal to Stockport Education Authority Schools' Appeals Committee.

At Thorn Grove we follow the statutory exclusion guidance issued by the Department for Education (DfE) when making decisions regarding exclusions from school and carrying out the exclusion process. The current version of the DfE guidance can be found by following this link. [‘School suspensions and permanent exclusions: Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units’](#). For further details please see the schools [Exclusion Policy](#).

