A Restorative Approach

A procedure to support positive behaviour management



Updated – September 2026

Review – September 2028

At St Nicholas C of E Primary School, we believe that our Christian values; **belonging, resilience and compassion** promote good behaviour and attitudes. This behaviour procedure underpins our established set of values.

Fostering positive behaviours through our core values will allow our children to become successful and happy adults. The development of mutual respect and good manners within the school community will support our children's understanding of respect in the wider world and their social responsibility as young adults. We believe that self-discipline is a core skill, which is essential to children being able to understand and deal with the challenges of life. Having clear expectations within school is essential in supporting children to regulate their own behaviour.

> *When punishment is replaced with therapy, mentoring coaching and love, the children change. In short, when the adults change. everything changes. Children you would cross the street (and res to avoid become adults who would cross the street to help you. None of this is accomplished with punishment. Boundaries, yes, time to talk, absolutely, but not booths or Saturday morning detentions, shouting or lunchtimes facing the wall, lines or humiliation. Not any of the punishment toolkit' that so many seem incapable of moving away from. It is widely recognised that excellent alternative provision is successful because it takes a different approach to those most in need*

All members of the 'St Nics Family; parents, children, staff, governors and the community work as a team to ensure that we achieve these aims. We believe that working in close partnership with parents and carers supports all children to demonstrate the learning and social behaviours that we expect. The policy principally relates to children, but it is important to note that the principles set out here relate to positive relationships and behaviour of all.

Our Approach

Our approach is characterised by positive behaviour strategies

- They ensure the staff and learners feel good when they are used
- They encourage, motivate and positively challenge learners
- They help to understand learners
- They build rapport
- They help to find learners' strengths and weaknesses
- They let everyone have fun

Giving praise makes children feel valued and appreciated. It creates a positive environment and helps build confidence. For younger children praise supports academic achievement and ongoing personal and emotional development.

Role model how to praise and treat others with respect, through verbally interactions and positive body language. Following emotional cues from adults helps to replicate behaviour.

We praise for the effort children put in and not their ability and know the types of praise the individual praise they respond positively to, to ensure that they do not just hear criticism. This keeps their motivation levels higher and shows that the adults care about their feelings.

Good behaviour is essential to good education. However, whilst many behaviour strategies can often deregulate children and impact their morale and wellbeing, research has shown positive behaviour support (PBS) is highly effective in preventing and addressing challenging

behaviours in the classroom - reducing stress, clearing up much-needed time for teaching, improving overall student behaviours and creating a better classroom culture

Kindness and fairness are especially important to young children. If they perceive you as being cruel and unjust, you risk upsetting the relationship.

‘Restorative Practice is all about relationships.

It is a pro-active approach for making, maintaining and, when necessary, repairing relationships.’ It is an approach that empowers children to express their underlying needs, and helps to navigate them through difficult situations and to be part of finding the solution. It helps build understanding and strengthens relationships.

We follow the **Restorative Practice values and principles** which places the highest priority on:

1. Really listening to each other
2. Avoiding fixing things for them
3. Being non-judgemental
4. Remaining neutral
5. Respecting each person’s unique perspective on a situation

Pivotal Approach

The Pivotal approach focuses on adults and the positive culture they create around school. We greet every child positively in the morning and set clear routines.

We follow the 5 pillars of the **Pivotal Approach:**

1. Consistent, calm, adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

This approach is used by all adults across our school and is revisited by staff at the start of every school year.