



Pennyhill Primary School

Behaviour policy – a restorative approach

At Pennyhill we are committed to fostering a safe, respectful, and inclusive learning environment where every child feels valued and supported.

Our behaviour policy is rooted in our school values of respect, achievement and enjoyment. This aligns with our ethos of nurturing positive relationships and personal growth.

Research suggests that especially with primary aged children, reaffirming positive behaviour that the child is already doing, is cognitively far easier to conceptualise than telling the child to behave in a way that they are not currently doing.

We believe that children thrive when they feel understood, respected, and part of a caring community. Using restorative practices, we encourage pupils to take responsibility for their actions, reflect on their behaviour, and work collaboratively to repair harm and restore relationships. This approach ensures that our expectations are clear, fair, and consistently upheld while promoting empathy, accountability, and a sense of belonging for all. In doing this, we aim to promote an environment where all children can achieve and enjoy being part of our school community.

The restorative approach

Our restorative approach prioritises relationships, respect, repair, and reintegration. Our staff foster strong, trusting relationships with pupils, ensuring that every child feels heard, valued, and supported.

When conflicts arise, we focus on respectful dialogue, encouraging children to express their feelings, listen to others, and understand the impact of their actions. Instead of punitive measures, we guide pupils to repair harm through meaningful conversations, apologies, and positive actions that restore trust.

Reintegration, after any incident, is key to our approach. We use these to support children in moving forward, ensuring they feel welcomed back into the school community with renewed understanding and stronger relationships.

Expectations and roles

At Pennyhill we recognise that everyone has a role to play in promoting and embedding positive behaviour choices.

Pupils:

All pupils are expected to do their very best to follow our school rules and to demonstrate age and stage appropriate understanding of the impact of their behaviour on themselves and on



others. We encourage our pupils to show a sense of responsibility and a willingness to be honest and reflective when undesirable choices are made.

Parents/Carers:

All Parents/Carers are expected to support the school, and the behaviour policy. We expect our Parents/Carers to role-model the behaviour we expect of our pupils. Parents/Carers are encouraged to have open dialogue with staff promptly enabling a positive partnership approach to resolving concerns.

Staff:

All staff are expected to recognise that all behaviour is a form of communication. Staff are encouraged to look beyond the behaviour with professional curiosity to identify what support pupils may need. All staff are expected to manage behaviour in a compassionate, respectful manner and to take a preventative approach, proactively teaching social skills and enabling pupils to feel heard and understood.

Governors:

Governors are responsible for ensuring that the Behaviour Policy at Pennyhill is reviewed in a timely manner and provides clarity to all stakeholders.

Trackit Lights

We use a system called Trackit Lights to support us in monitoring behaviour. Trackit-Lights is a four-tiered system that utilises colours to represent different levels of behaviour: red, green, orange, and yellow. All pupils can earn green points for demonstrating positive behaviour. The green points can be accumulated to earn certificates and other special rewards. These points are collected across the duration of the academic year.

Rewards and incentives

We believe that children should be encouraged to behave well and work hard. Whilst our aim is to develop self-motivation, i.e. the children behaving well because it is the right thing to do, we recognise that rewards and praise can promote our ethos, core values and expected behaviours.

In addition to the points given out, staff can also praise children in various ways including:

- Staff praise
- Stickers/certificates
- Team points - we have four colour teams and the children earn team points for good work and positive behaviour. Team points are counted up every week. At the end of each half term the winning team, in each year group, receives extra playtime.



- Pupil of the week recognition- every week the class teacher chooses a child whose work or behaviour deserves recognition in the celebration assembly. The child then receives a certificate to take home and it is recognised on the weekly newsletter.
- Marvellous Me - badges are sent directly to parents for special achievements or positive behaviours
- Achievement certificates – children may receive a ‘surprise’ certificate. These are chosen termly by teachers. Parents are invited to attend and watch their children receive their certificate

Inclusion

At Pennyhill we recognise that some children may have specific needs and we may need to make reasonable adjustments to our behaviour management approach to ensure inclusivity. There are pupils for whom the rewards and sanctions might not be sufficient to support their individual needs. In these instances, due to the nature of the underlying issues that are affecting the pupil. For example, an Individual Behaviour Plan may be used by the teacher and those adults working with the pupil.

If additional strategies are needed because of persistent behavioural issues, external guidance and support may be sought. It is important that all adults are aware of the reasons for the use of additional strategies and follow what has been set up in terms of the plan. Individual behaviour protocols will be shared with all relevant staff and parents/carers

Children may need the following to support them in their self-regulation:

- Reflection Spaces: Provide calming areas for children who may need a break from overwhelming environments.
- Visual Supports: Use visual aids like charts and symbols to help children understand expectations and routines.
- Individual Behaviour Plans: Develop personalised strategies and targets for children who require additional support.
- Collaboration with Specialists: Work with specialists, including speech therapists and educational psychologists, to tailor strategies effectively.
- Regular Reviews: Monitor and adjust approaches regularly in collaboration with parents, carers, and support staff to meet each child's evolving needs.

What restorative practice looks like at Pennyhill

In the classroom

We expect all staff to respond to poor behaviour with deliberate calm. For children that behave incorrectly, staff give them what they don't want: a cool, mechanical, emotionless response. Naming and shaming to a child who wants attention is actually 'naming and faming'. Staff are expected to avoid confrontation and, if necessary, reprimand children in private. Staff are



expected to save all the emotion, passion, enthusiasm and excitement for when it has the most impact – when positive behaviour is above and beyond.

Lunchtimes and playtimes

The principles of restorative practice apply at all times, both within and outside school, during lessons, playtimes and lunchtimes and this allows for consistency. Praise and encouragement, the stating of the expected positive behaviours, remaining calm and quietly spoken when dealing with incorrect choices are always expected.

Online behaviours

At Pennyhill we recognise that our pupils exist in a world where face-to-face interactions form only part of their social experience. It is increasingly normalised for primary school-aged children to use and explore social media despite being below the age limit for these sites.

Whilst we strongly encourage all parents / carers to proactively communicate with their children about how they are socialising online, and to protect their children through rigorous filtering and controls, we recognise that at least some of our pupils will be engaging in online activity outside of school, often with other pupils from Pennyhill.

All staff have a responsibility to take an active part in educating our pupils in how to use the internet and social media safely and in an acceptable manner. We aim to support pupils to recognise and avoid online dangers, and to maintain the high standard of respectful behaviour that would be shown during face-to-face interactions.

There may be times when parents / carers or pupils inform staff of issues that have been encountered online outside of school. In these cases, we will support the pupil(s) to understand how / why the behaviour was unsafe or unacceptable. We will also expect parents / carers to be prompt in putting additional safeguards in place to avoid future incidents. Each case will be considered individually. School may have to contact police, for example if illegal activity has taken place.

Sanctions

If a child is ever kept inside during playtimes or lunchtimes, this time is reflective. The children are asked to think about their actions by using the restorative questions within the TrackIT Light reflection worksheet. The aim of this is to ensure that the behaviours are not repeated.

We reserve the right to withdraw lunchtimes or break times from pupils following breaches of the behaviour policy and where pupils are deemed to be putting others at risk or making break/lunchtimes unsafe for others. Following this, there is a return to the playground (graduated if necessary) and parents are informed.



Recording and monitoring

When a pupil's behaviour does need challenging, teachers can use Trackit Lights to log low-level behaviour and give visual warnings to help the pupil visualise the behaviour policy and the expectations of the classroom. When challenging behaviour is logged, senior leaders can see this instantly appear in their reports and email notifications. SLT may then visit the class and have a restorative chat to nip the behaviour in the bud and stop it escalating any further if necessary. This provides teachers with extra support and it allows the behaviour to be dealt with more restoratively before reaching the point of a sanction.

The school uses sanctions as a last resort, but avoids them if other strategies can be used. Sanctions can include moving seats within the class, loss playtime/lunchtime, or a restorative reflection time with a member of SLT.

Trackit Lights also helps senior leaders do half termly analysis that visually highlights any pupils who have high levels of challenging behaviour and then they are able to put additional interventions in place such as individual behaviour plans (IBPs), meetings with parents, and follow up meetings to reflect on strategies.

We aim to work closely with parents and make early contact if a pattern of poor behaviour is seen or if there are sudden noticeable changes in behaviour.

Suspensions and permanent exclusions

Whilst our restorative approach focuses on repairing relationships and supporting positive behaviour there are rare cases where a child's behaviour poses a serious risk to the safety and well-being of themselves or others, we may need to escalate to suspension or, in extreme cases, permanent exclusion. These decisions are never taken lightly and always follow a fair and transparent process in line with statutory guidance.

Suspensions are used as a short-term measure to allow time for reflection and to put in place appropriate support for reintegration. During this time, we engage with the child, their family, and relevant staff to understand the root cause of the behaviour and explore ways to prevent recurrence. A reintegration meeting is held upon the pupil's return, ensuring they feel supported and can successfully re-engage with their learning and relationships.

Permanent exclusion is considered only as a last resort when all other interventions have been unsuccessful, or in cases of serious one off or persistent, dangerous behaviour. We work closely with parents, external agencies, and local education services to ensure the child receives appropriate alternative support and provision.

Suspensions or exclusions may be considered when behaviour significantly disrupts learning, threatens safety, or undermines the school's values and ethos. This could include:

- Serious physical violence or aggression towards pupils or staff.
- Persistent bullying, harassment, or discriminatory behaviour.
- Deliberate damage to property or vandalism.



- Bringing prohibited or dangerous items into school.
- Repeated refusal to follow adult instructions, leading to unsafe or severely disruptive behaviour.
- Behaviour that significantly endangers the well-being of the child, peers, or staff.

Throughout this process, we remain committed to our restorative values, ensuring that all decisions are made with fairness, dignity, and a focus on the best interests of the child and the school community.