New Horizons
LEARNING CENTRE
Unlocking Potential
through Learning

Restorative Behaviour Policy

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Policy responsibility - Behaviour Lead
Policy Location: Statutory
Signed by: Mr Andrew Mclean

Position: Chair of Governors

The New Horizons Learning Centre Philosophy

All members of New Horizons Learning Centre are entitled to be valued equally and to enjoy respect as individuals. Our goal is the highest achievement of all kinds for all of our students. We aim to celebrate their successes and to foster their development as independent learners and responsible citizens, in partnership with families and the wider community. New Horizons Learning Centre, Mulberry Drive/Courtney Road is a special school for students with social, emotional and mental health needs (SEMH). All adults on campus believe that they are an example to our students and take responsibility for setting the tone for student engagement with learning on all levels. This policy sets the ethos all NHLC staff endeavour to create, where all are valued in a caring community.

NHLC Staff aim to:

- Create a positive climate with high yet realistic achievable expectations;
- Emphasise developing relationships through listening to others and developing awareness and understanding the needs of others;
- Promote positive resolution of conflict through restorative approaches;
- Encourage, through example, honesty, courtesy and steadfastness;
- Ensure fair treatment for all regardless of age, gender, race, ability, disability and sexuality.

Principles

The students at New Horizons Learning Centre have had a disparate varied range of learning experiences, which staff actively acknowledge and respect. We believe it is our responsibility to purposefully create a safe, secure and regulated environment, where all students are encouraged to powerfully participate fully in learning.

Purpose of the policy:

- To encourage and train all staff to develop appropriate strategies to proactively promote, positive behaviour using restorative approaches;
- To make explicit that students increase their responsibility for their own learning and behaviour;
- To establish clear protocols and boundaries for conduct relating to the school ethos, values and vision;
- To promote consistency of positive behaviour and good relationships throughout the school community;
- To promote the effective and transparent liaison with NHLC, extended LA services and external agencies.

Roles and Responsibilities

The school adopts a whole school approach to ensure that all students are treated consistently and fairly and apply restorative approaches when necessary. We aim to take shared and intentional responsibility in terms of providing ‘one voice’ in all communications to our students, in our care, which is based entirely on restorative approaches.

Restorative Approaches

Restorative Approaches are inspired by the philosophy and practices of restorative justice. This strategy puts repairing harm done to relationships and people over and above the need for allocating blame and allotting punishment. At NHLC we focus on understanding the reasons for negative behaviour first. There are many causes of poor behaviour choices in life and these are rarely rooted in one overt and obvious cause. Often low self-esteem is the cause of negative behaviour within the classroom for example.

The restorative approach is to challenge students who behave negatively to find a solution that is meaningful and meets the needs of those harmed. It is 'our way', as all members of the school see incidents where harm has occurred as 'teachable moments' to be learnt from and seek opportunities to facilitate conversations in which harm can be repaired. This empowers all those involved to 'own' the situation, and find the solution. This is embedded through the school at all levels – from a small chat in the classroom at the outset of a lesson which seeks to establish 'needs' for success, to a mediation session between pupils briefly at break, and all the way through to a full restorative conference involving parents and governors. We do not advocate punitive sanctions at any level and as adults will use pro social modelling techniques to listen, understand and demonstrate positive behaviours and listening, understanding and resist harmful words of anger in the moment, which ultimately aim to punish the student.

Key values, which we focus on, create an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships, impartiality, being non-judgmental, collaboration, empowerment and emotional articulacy. Key skills, which we model and teach, include active listening, facilitating dialogue and problem solving, listening to and expressing emotion and empowering others to take ownership of problems. First and foremost, this culture is embedded in classroom practice and relationships throughout the school. In addition, much of this work is accomplished in the restorative processes which is a way of working in which students can be supported in solving issues.

Processes and practices we utilise at NHLC include interventions when harm has happened, such as:

- Restorative enquiry (in some circumstances, corridor chats at the end of a lesson or break time);
- Mediation (mini-conferencing where two young people sit to talk through issues with a staff member or peer);
- Community conferencing (group mediation and/or problem-solving circles).

Four simple questions that exemplify this approach to resolving conflict behaviours would be:

1. What has happened?
2. Who has been affected?
3. How can we involve everyone who has been affected to repair the damage and find a way forward?
4. How can everyone do things differently in the future?

In addition to these approaches to harm, we use proactive processes and practices that help prevent harm and conflict occurring. These build a sense of belonging, safety and social responsibility. These include Circle Time and Restorative Pedagogy (teachers Pro Social modelling the values and skills and creating opportunities for their development amongst the students whatever the subject being taught). All staff at NHLC are committed to proactive restorative education and share in the belief that building social responsibility is an essential part of equipping young people to take up their place in society.

Support systems

While NHLC is aiming for a completely restorative environment, we are aware that students who are part of our community expect to function under the mechanisms rewards. To support their transition to restorative thinking, we use a points system where students gain positive rewards for positive behaviours. We use the reward points to facilitate this and we have a graduated system of reminder and a behaviour points system where student's behaviour is tracked using their behaviour targets which are developed and targeted through the SEMH grid system. Students are given the ability to manage their own behaviour. Students are also given instant positive rewards based on a set of outstanding criteria. Teachers award these to pupils for any positive behaviour or learning they observe, building self-esteem and confidence.

By using the positive reward system we empower students to repair damaged relationships or learning.

Recording, Monitoring and Evaluation
NHLC uses CPOMS (https://newhorizons.cpoms.net) as a method of recording, monitoring and evaluating behaviour practices within the school. This tracking narrates behaviours happening in school and staff responses to it. It provides data to support the evaluation of how effective the behaviour policy is in practice. We use CPOMS to track behaviour in order to be effective in managing it. The information it collates is used collaboratively to make decisions and develop strategies at a variety of points throughout the school life.

Guidelines for using CPOMS:

- The issuer of positive recognition will record this on the **Reward spreadsheet**;
- The responsibility for recording incidents in **CPOMS** lies with the member of staff who was present at the beginning of the incident e.g. the staff member in the classroom;
- Members of staff who take over dealing with incidents should 'add action' in order to add comments – this includes staff involved in the restorative work, who should only log behaviours if separate from previous incidents;
- Incidents should always be followed up by actions, which is the staff member's response to dealing with behaviour;
- 'Referred to' should only be used when further action is required (staff can refer to themselves).

This policy should be read in conjunction with the exclusion policy, teaching and learning policy, SEN policy and school's vision and values.