



George Dixon Primary School

Assessment Policy

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| This policy was updated and ratified by George Dixon Primary School: | Autumn 2018 |
| School staff were consulted on this document: | Autumn 2018 |
| This policy is due to be reviewed on: | Autumn 2019 |

Consideration

Co-operation

Care

Courtesy

Courage

Communication

Commitment

The Restorative Approach:

Our job is to teach the **PUPILS** we have,

NOT those we would like to have,

NOT those we used to have,

But those we have right now

ALL of them

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour and allows participators the opportunity to make amends for any harm caused. Restorative Practices acknowledge the intrinsic worth of the person and their potential contribution to the school community.

At George Dixon Primary School, we have high expectations of our pupils. We place a strong emphasis on building relationships between pupils and staff. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school values, the 7C's. For occasions when this is proving not to be the case, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and think about what changes they could make to their behaviour.

Daily Practise

Each class will hold regular 'check ins' to ensure pupils are ready and able to learn. During this time we sit together in a circle and everyone says something about themselves and how they are feeling. During the week, if there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is very fair, calm and respectful.

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

About Restorative Language:

When responding to challenging behaviour the child will be asked:

- What happened?
- What were you thinking/feeling when it happened?
- Who has been affected by what happened?
- What needs to happen to put this right?

When helping those harmed by others, they are asked:

- What happened?
- What did you think when you realised what had happened?
- What have your thoughts/feelings been since?
- How has this affected you and others?
- What do you think needs to happen to make things right?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to help them to find the answers they need to be able to move on. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

If a child continues to misbehave, teachers refer to the school behaviour chart.

Praise and rewards

At George Dixon Primary School we believe that the key to promoting positive behaviour is through praise and rewards. Some of the ways we do this are:

- Communication with parents – a chat at the end of the day, a phone call, a Marvellous Me badge or message
- Verbal praise / stickers
- Positive Dojos
- Class rewards by teachers
- Providing opportunities for peers to praise each other through peer assessment and circle time
- Achievement assemblies
- Sea party with the Head Teacher

Behaviour Flowchart

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| | This applies in either the classroom OR the playground/canteen – the same approach needs to be applied consistently |
| Step 1 | Verbal reminder given in a positive manner – name the behaviour, give an instruction and offer a choice/give an I message Class circles, check in/outs Praise behaviour and children that have improved their behaviour. |
| Step 2 | Neutral dojo given Restorative Chat with Class Staff Aim: To take responsibility, acknowledge what happened and choose their next steps and for the adult to better understand what is going on for that child and support child to have their needs met. |
| Step 3 | Negative dojo relating to school values given Restorative Chat with Class Staff: Sanction to be agreed e.g. time out in partner class / Verbal agreement to be made. Opportunity to 'put it right' offered. Teacher/staff member to check in with person who has been 'hurt' and see what their needs are. |
| Step 4 | Persistent misbehaviour or more serious incident <ul style="list-style-type: none"> • Non Prepared Restorative Meeting with Learning Mentor/Phase Leader and Child: this will happen in the Restorative Room and an opportunity to 'put it right' offered. Teacher/staff member to check in with person who has been hurt and see what their needs are. <ul style="list-style-type: none"> ○ If a child needs to come in from the playground, they are to be escorted to the Restorative Room • A sanction & next steps to be agreed and fed back to Class Teacher • Parents / carers informed, Behaviour Report discussed if necessary • Time made during the day for the child and Class Teacher and/or Pupil to have a restorative meeting to repair relationships – this meeting can be mediated by LM/DHT if required. Participation in a restorative meeting is voluntary. All parties are supported to attend. Everyone involved is respected. • Recorded on SIMS by LM/SLT • Welcome the child back on their return |
| Step 5 | Continued misbehaviour or serious misbehaviour Send to SLT, recorded on MyConcern/SIMS Internal exclusion in first instance. Subsequent 'serious' incidents will result in external exclusion Parents / carers to be called in to school Agreement to be made with parents /carers |
| Step 6 | Restorative Reintegration After a period of absence from class/school, the pupil is supported back in to their class community. Additionally, they will be supported to repair the relationships that have been damaged. They will have the opportunity to talk through worries they might have about returning to class and strategies to help make the transition better for them. Importantly, those who have been hurt are spoken to and asked for their input ideas on what successful reintegration might look like. Everyone involved is respected. |

Explanation of Flowchart

Clear expectations are set by all adults agreed at the beginning of each term and reviewed when necessary. In addition, regular circle times, check ins and check outs give classes opportunities to promote and reward positive behaviour. Before any involvement in the behaviour chart, all children are fully aware of school expectations. Consider inclusive ways to ensure expectations are clearly communicated to all children. This might include posters, songs, school council, etc.

STEP 1: Any form of mild disruption/misbehaviour will be investigated by an adult to support the child to express their thoughts, feelings and unmet needs that might be leading to the behaviour. At this point the child is expected to acknowledge the reminder and aim make some positive changes to their behaviour. Positive praise is given to the child when this is done. This praise may be given during a circle time or simply between the child and teacher.

STEP 2: Another display of misbehaviour will lead to a 2nd verbal reminder (linking to the school values and for some individuals, their behaviour report) and the child is given a neutral dojo.

At this stage, the teacher will have a restorative chat with the child. Staff will conduct this conversation in a positive manner, giving the child a chance to reflect. The aim of this conversation is for the adult to support the child to recognise their thoughts, feelings and what their unmet needs might be. Together, the adult and the child can agree a way forward using, ideally using the strategies suggested by the child.

STEP 3: At this stage, a negative dojo is given. Time out in class or in another class may be required and the child could fill out reflection sheet if appropriate. On return to the group the child will be welcomed back into the classroom. A restorative conversation will take place and the adult will support the child to recognise their thoughts and feelings and agree a way forward, ideally using the strategies suggested by the child.

The teacher or other staff members should remind the child of the agreement and encourage the child to identify strategies both the adult and pupil can do to help manage the agreement'

Positive praise is given for children who are able to, or trying to make better choices

STEP 4:

A serious incident can result in a child being moved directly to step 4.

Alternatively, reaching step 4 means a child has worked their way through stages 1,2 and 3. At this stage the child may need a time out of the classroom/group. At this point, the child should fill out a reflection sheet. The child will meet with a Learning Mentor/Phase Leader or member of SLT to discuss what has happened. A restorative meeting will be held to ensure everyone is heard and relationships are repaired. The member of staff present will conduct the meeting using restorative language. The restorative meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated.

At this point a consequence may be agreed, but more importantly, actions discussed and agreed to enable the child to take positive next steps.

Details of the meeting will be recorded on SIMS; the child's or children's parents/carers will also be informed. As a follow up, the teacher will have reconnection meetings with the child in order to

integrate them back into the class. They will discuss the agreement and ask what the child what support they need to take their next steps and agree strategies for both the adult and child to move forward. Circle times, check-ins and check-outs will help to reinforce any support that is needed.

STEP 5: Serious forms of misbehaviour can result in a child being sent directly to the DHT, AHT or Head Teacher.

Parents / carers will be called into the school for a restorative conference.


The aim of the school at this stage will be to solve the situation in a restorative way. This could result in pupils being given a Behaviour Report which is a home-school behaviour agreement.


STEP 6: After a period of absence from class/school, the pupil is supported back in to their class community. Additionally, they will be supported to repair the relationships that have been damaged. They will have the opportunity to talk through worries they might have about returning to class and strategies to help make the transition better for them.

Importantly, those who have been hurt are spoken to and asked for their input ideas on what successful reintegration might look like. Everyone involved is respected.

George Dixon Reflection Sheet

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|-------|--------|---------------|-------|
| Name: | Class: | Staff Member: | Date: |
|-------|--------|---------------|-------|

 What happened?

 What were you thinking/feeling?

 Who has been harmed by what happened?

 What needs to happen to put things right?

Agreed next steps



| | | |
|-------------------------|-------|---------------|
| Signed: Staff Member | Child | Class Teacher |
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Listed below are some examples of some statements and questions which all staff can use with pupils:

Affective Statements

I was very disappointed when you did that to ...

I am upset by what has just happened.

I feel that (describe the action) was disrespectful.

I feel really proud of you when I heard...

I feel really pleased and encouraged that you made the right choice.

I respect your honesty and thank you.

I want to thank you for your cooperation.

Affective Questions

What happened? – followed by:

What were you thinking when...?

What were you feeling?

How did your actions affect...?

How do you feel about what you did?

What can you do to help to put it right?