



Behaviour Policy

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Introduction

Behaviour is the way we act and respond to people and to situations we find ourselves in.

At St John's, we are committed to enabling all children to access education successfully. Part of our commitment to inclusion is concerned with establishing a high standard of behaviour throughout the school as the way in which pupils and adults behave has a profound effect on all the work that is undertaken.

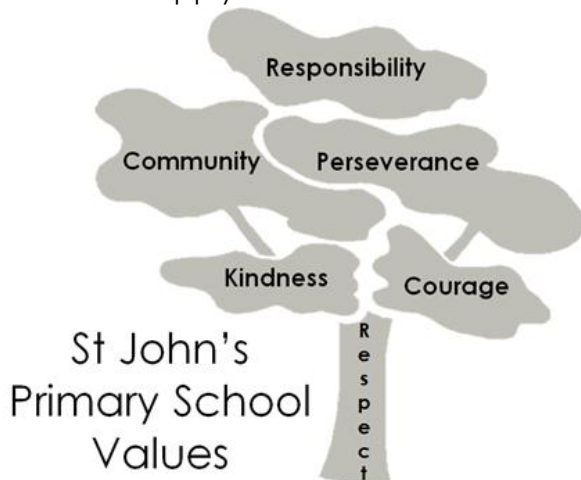
This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Purpose

The purpose of the Behaviour Policy is to provide clear expectations of the high standards of behaviour that are expected at St John's, outline the school's approach and how the school should address a range of specific issues that are covered by statutory guidance, including (but not limited to) the use of consequences, exclusions, reasonable force and searching and confiscation.

Expectations of children

We expect all of our children to consistently make behaviour choices that reflect our school values. These values underpin all the rules of behaviour and discipline within the school and apply to staff and children alike. Parents and other visitors to the school are also expected to abide by these principles.



The 6 principles of nurture are considered alongside our values. (See Appendix A poster that shows our child-friendly nurture principles.)

Aims

The ultimate goal of this policy is for all children to choose to behave positively.

Additional aims of the behaviour policy are that:

- there is a **caring**, positive and encouraging atmosphere within the school which promotes a sense of community where everybody feels valued and can learn
- the school provides a welcoming and supportive environment in which all members of the school community **are safe and feel safe**
- there are high levels of mutual respect between all members of the school community
- staff consistently model high standards of respectful behaviour
- positive behaviour choices are regularly recognised in a way that builds self-esteem amongst children
- unacceptable behaviour is addressed fairly and consistently, with restorative approaches to unacceptable behaviour ~~are~~ taken where appropriate and likely to be effective, alongside using appropriate consequences
- children at St John's become increasingly independent and self-disciplined over time, learning to **talk about** and understand the consequences of their actions and accept responsibility for their own behaviour choices
- all staff work in partnership with both parents and children for the benefit of all children

Respect for Others

It is essential that we show tolerance and respect for one another in order that the work of the school may move forward. Our approach can be expressed in simple, direct terms:

**Teachers have the right to teach
Children have the right to learn**

Key practice for staff

Whilst everyone within the St John's school community should play their part in maintaining high standards of behaviour, we recognise that the practice of school staff is a key factor. Below are six key principles for staff that evidence shows are conducive to a positive, safe, respectful learning environment within schools. In promoting positive behaviour, maintaining a highly respectful culture, and addressing behaviour choices at school, staff should be mindful of these principles.

- To support high quality behaviour choices, our lessons should be engaging; well-planned, resourced and paced; and take into consideration learners' individual needs
- Adults recognise that behaviour is as a way of communicating feelings
- Positive language, body language and gestures should dominate our interaction with children. Children's positive behaviours should be frequently recognised and clearly link to choices

- The whole school community should be regularly active in modelling, promoting, protecting and celebrating our values
- All adults proactively recognise children's effort, progress and positive behaviour choices
- Consequences should be consistently and fairly applied and clearly linked to children's choices and expected standards.

The Personal, Social and Health Education (PSHE) curriculum provides proactive opportunities to specifically address issues around behaviour and children's social and emotional development, this includes an understanding of the 6 principles of nurture.

A Restorative Approach

At St John's we aim to support children to become empathetic, understand the impact of their actions, resolve conflict, and make positive choices about their behaviour rather than learn to behave through fear of punishment. This is called a 'restorative' approach to behaviour management. Staff at St John's invest time in helping children fully resolve any unacceptable behaviour, disagreements and disputes by bringing them together and helping them to understand what has happened, why, what impact it has had, how it can be resolved and how things might be done differently in the future. Restorative conversations will often reflect on emotions and feelings. *In some cases, staff will need to support children in regulating distress or other strong emotions, build a connection to be able to relate to the child, before being able to reason and follow the restorative approach.* In PSHE and sometimes with individual support, children build awareness of their feelings/internal state and utilise a variety of tools and strategies to regulate their behaviour and choices for example using the Zones of Regulation.

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

We believe a 'restorative' approach to be more effective in the long term than 'punitive' one - simply stating a child has 'broken a rule' and that therefore a sanction will be applied. Using a restorative approach supports the development of our children with the intent that there is less need to resort to consequences to try to 'manage' behaviour. Following a restorative process a reflection sheet will be completed and shared with families, to guide further conversations. Using a restorative approach does not, however, eliminate the need for consequences which will be used where appropriate. Please see Appendix B for more information on the restorative approach.

Reasonable Adjustments

Individual support

We understand that difficult or challenging behaviours may be an expression of feelings that cannot be communicated and recognise that all children are individuals and one particular strategy may not be suitable for all children. Staff use their knowledge of, and relationships with, children to understand how best to support them to make the right choices, and to help them to learn from their mistakes and repair their relationships with their peers. Staff will take the time to listen and talk to the child and their parent/carer, so that there is an agreed understanding of how children's needs are best met in the classroom environment. A child's mental health and wellbeing will always be taken into considerations when considering appropriate strategies for an individual. Children who have been impacted by other's behaviour and may need mental health and wellbeing support. This might include reviewing seating in the class, working with an ELSA or playtime/ friendship support as appropriate.

Where appropriate, staff will work with the SENCo to explore strategies to support children in class as part of the 'Assess, Plan, Do, Review' cycle. In some cases, this may be supported by the completion of SEND Support Arrangements (SSA) Paperwork by the child's teacher, with the support of the SENCo. Arrangements are reviewed termly, and where appropriate more regularly, to ensure there is a shared understanding of children's needs and their response to intervention.

Staff will use appropriate assessments, including the Boxall Profile, to better understand children's social and emotional needs and plan for their support through individual support plans or wellbeing plans.

Occasionally, it may become clear that further support is required for a child and their family. At St Johns, we have a Team Around the Child approach, through which we aim to support children and their families. This may include the completion of an Early Help Assessment, to understand the lived experience of all members of the family in order to help them find appropriate support, or for relevant referrals to be made to external agencies.

Before imposing internal exclusion or exclusion, staff will complete a brief Adjustments Check considering SEND/SEMH/processing needs, disability-related fatigue, language/communication, and faith observance. Where appropriate, responses will be adapted and the check recorded proportionately.

Recognition and Behaviour Responses

In supporting children to take responsibility for their own actions, their own choices, and their own behaviour, it is necessary to have clear and consistent consequences – both positive and negative.

Recognition

We believe that St Johns is a place of learning for all members of the school community and that success and achievement should be recognised. This philosophy forms an

important part of our whole school aims and ethos and a range of recognition, including praise, rewards and celebration should be apparent throughout our daily practice.

Types of Recognition

This list not definitive, and staff are encouraged to be creative in how they recognise behaviour through an inclusive range of praise, rewards and celebration.

- Verbal praise and encouragement
- Stickers, written praise, displaying work
- Being sent to another member of staff for praise, including the Head Teacher
- Certificates of achievement
- Class based celebrations
- Marvellous Me stickers and messages, conversations or phone calls to parents
- Lunchtime stickers
- Team points
- Celebration of achievement within Celebration Assembly

Team points

From KS1, children who follow our Team Rules or actively promote our school ethos will have their achievement recognised by earning team points.

- All staff can award team points
- Each child will belong to a house
- The Houses are: Abinger Red
Fairlawn Yellow
Somerset White
Pendleton Blue
- Opportunities throughout the year will be used to reinforce the House teams and to develop team skills and a sense of pride in their team

Celebration Assemblies

Each week we have a Celebration Assembly in which we celebrate children's achievements, both inside and outside of school. Certificates include Growth Mindset, Achievement and Values.

Responses to behaviour

Although recognition of positive behaviour is central to the encouragement of good behaviour, there is a need for healthy behaviour boundaries and appropriate consequences when pupils' behaviour is not as expected. These need to be applied consistently and fairly: to address unacceptable behaviour; to ensure that children get clear feedback, and that children and staff have a safe, productive and respectful learning environment. To support this, the school will utilise the behaviour response levels as set out in Appendix C to guide its response and use of consequences.

Consequences should always be proportionate to the nature of the unacceptable behaviour, but their application should also take into consideration the context of the

behaviour, including whether the behaviour is repeated and any Special Educational Needs and/or Disabilities (SEND). For further information, see section on Reasonable Adjustments. Strategies to support understanding and improved behaviour choices may include social stories, comic strips and other visual prompts.

Behaviour logs will flag prejudice-based elements (e.g., racist, antisemitic, Islamophobic, ableist, sexist, homophobic, biphobic, transphobic). Responses will include restorative/educational work alongside proportionate consequences, with termly analysis for patterns/disproportionality.

All consequences used at St Johns are in line with the government guidance document – *Behaviour in Schools 2024*

Types of behaviour responses that may be applied by all staff

- Showing disapproval, verbal reprimand, warning visual
- Class based behaviour reminder systems
- Missing part or all of playtime or lunch time
- Time out within the class
- Time out in another classroom
- Sent to a Senior Leader
- School based community service or imposition of a task – such as picking up litter; tidying a classroom
- Parental involvement, e.g. phone call, informal meeting, formal meeting
- The establishment of a Home/School Contact Book
- Withdrawal of a privilege, e.g. school disco, celebration trip, role/responsibility, playing football

Types of sanction that may be applied by the senior leadership team

- Internal Exclusion, as decided by a Senior Leader. Internal exclusion is time-limited, curriculum-aligned and supervised. Pupils will have toilet/lunch/breaks, access to appropriate learning, and a reintegration plan with parent contact. Any extension requires SLT approval, documentation and review.
- Temporary transfer to another class (where necessary, fair and proportionate to do so)
- Suspension
- Exclusion (see below)

Suspensions and permanent exclusion

- Only the Head Teacher (or Deputy Head Teacher in their absence) will exclude a child
- All exclusions will be based on disciplinary grounds and in line with DfE guidance 2024
- Exclusion can either be a fixed term suspension, for a set number of days, or a permanent exclusion. Lunchtime exclusions may be imposed and are counted as half a school day
- In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to permanent

- Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:
 - verbal abuse to staff, students or others;
 - physical abuse to/attack on staff, students or other;
 - indecent behaviour;
 - intentional damage to property;
 - possession of or misuse of illegal drugs;
 - misuse of other substances;
 - theft;
 - serious threatening behaviour towards staff, student or others;
 - sexual abuse or assault;
 - being in possession of or using an offensive weapon;
 - being in possession of a firework;
 - setting a firework off;
 - arson;
 - unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgment that exclusion is an appropriate sanction

- In reaching a decision, the Head Teacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate
- The behaviour of a child outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Head Teacher in accordance with this policy
- Any decision to exclude, will be made in line with the principles of administrative law, i.e. that it is lawful, rational, reasonable, fair, and proportionate
- Duties bound by the Equality Act will be taken into account when deciding whether to exclude a child
- The school will take account of its statutory duties in relation to special educational needs when administering the exclusion process. This includes having regard to the SEND Code of Practice
- A decision to exclude a child permanently will only be taken as a last resort and be in response to serious or persistent breaches of the school's behaviour policy, and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school
- When excluding, the standard of proof is the civil standard – 'on the balance of probabilities'. The more serious the offence the more convincing the evidence should be
- Whilst an exclusion may still be deemed appropriate, the Head Teacher will take account of any contributing factors that are identified following an incident of poor behaviour – for example, when it comes to light that a child has suffered bereavement, has mental health issues or has been subject to bullying
- A decision to exclude a child permanently is a serious one and will only be taken where the basis facts have been established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, including multi agency involvement, have been tried without success
- The school will follow Local Authority and DfE guidance in all matters regarding

exclusion, including how and when to communicate with parents, the appeal process and the role of the School Committee

Communication with parents

At St Johns, we know that it is important to work in partnership with parents when supporting children to make positive behaviour choices. Staff may consider contacting parents both to praise positive choices and their consequences, as well as notify them of unacceptable behaviour and behaviour responses that have been used. Parents should always be contacted where their child has been involved in a behaviour incident that has necessitated a significant consequence. Parents of children who have been directly affected by another child's seriously unacceptable behaviour should also be informed as soon as practicable.

Staff will not, generally, discuss in depth with a parent the behaviour of another child. However, there may be circumstances in which a teacher or senior leader may deem it necessary to do so, for example to set out the facts of a behaviour incident, or satisfactorily address an investigation into bullying.

Accessibility & Stakeholders

The school will make reasonable adjustments so parents/carers and community members can raise behaviour concerns or request reviews in writing, by phone or in person, with access to interpreters/BSL and alternative formats (Easy Read, large print, translated summaries). The school will accurately record oral reports and share a plain-English note (or audio) for confirmation

Reasonable Adjustments

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Staff will use appropriate assessments, including the Boxall Profile, to better understand children's social and emotional needs and plan for their support through individual support plans or wellbeing plans

Occasionally, it may become clear that further support is required for a child and their family. At St Johns, we have a Team Around the Child approach, through which we aim to support children and their families. This may include the completion of an Early Help Assessment, to understand the lived experience of all members of the family in order to help them find appropriate support, or for relevant referrals to be made to external agencies.

Before imposing internal exclusion or exclusion, staff will complete a brief Adjustments Check considering SEND/SEMH/processing needs, disability-related fatigue, language/communication, and faith observance. Where appropriate, responses will be adapted and the check recorded proportionately.

Other

Malicious Accusations

If a child is deemed to have made a malicious accusation or a series of malicious accusations, against a member of staff, following investigations, which may include discussions with the LADO, a Senior Leader will make a decision regarding an appropriate sanction, given the particular context. An exclusion may be considered.

Child-on-child abuse

We expect our children to uphold the St John's value of respect at all times. This is underpinned in our teaching of PSHE where children learning about consent, respectful behaviour, healthy relationships, self-confidence and self-esteem.

Any form of abuse is not acceptable, including child-on-child abuse (as defined in Keeping Children Safe 2022). This includes, but is not limited to, sexual harassment. Sexual harassment includes unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sending nude or semi-nude images.

We take reports of child-on-child abuse seriously and will listen and respond to all reports made. Staff take all children's safety and wellbeing seriously - children will be listened to and their concerns acted on. We make it clear to all children that we will not tolerate or accept abuse.

In response to reports of child-on-child abuse, staff will work with the DSL and SMT teams to ensure that our response is proportionate, considered, and supportive of all parties. Our response to child-on-child abuse will be decided on a case-by-case basis, and outcomes will be shared with parents as promptly as possible.

Reasonable force

On rare occasions and after a number of de-escalation techniques have been used, it may be necessary for staff to use reasonable force in school. Appropriate staff are trained in positive handling techniques and each situation will be carefully considered including using a full range of de-escalation approaches, giving space for a child to regulate, maybe by removing other children from the classroom for safety.

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder. The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts

The school cannot use force as a punishment – it is always unlawful to use force as a punishment.

Following any restraint or search, the school will record the incident, debrief the pupil and staff, inform parents promptly, and review learning/adjustments to reduce recurrence.

Searching

It may be necessary that a member of staff has cause to search a child or their property (such as a bag or coat) for an item.

Searches for any item with consent

School staff can search a child for any item if the child agrees. Child consent may be verbal. Staff should ensure that searches conducted with consent are done so in the presence of two adults. A member of the senior leadership team should be informed that the search has been conducted. A parent/carer of the child should also be informed that the search has taken place.

Searches without consent

The Head Teacher and members of the Senior Leadership Team can use such force as is reasonable to conduct a search, without consent, where they have reasonable grounds for suspecting that the child may have one or more of the following 'prohibited items':

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

The Head Teacher and members of the Senior Leadership Team can also search, without consent, for the following items, which are banned by the school rules (unless permission has been given to carry one)

- mobile telephones
- devices capable of taking photographic images

The Head Teacher and/or senior leader responsible for the search without consent should ensure that it is done so in the presence of two adults, unless there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where is not reasonably practicable to summon another member of staff. A parent/carer of the child should also be informed that the search has taken place.

Confiscation

Staff are permitted to confiscate, retain or dispose of a child's property, where reasonable to do so during the course of their duties. This may be during the course of their teaching, in the playground or any other circumstances that have not involved a child being searched.

Staff can also use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it should be passed to the police. Where other prohibited items are found and confiscated, staff should refer to the DfE document - *Searching, screening and confiscation – Advice for Head Teachers, school staff and governing bodies (January 2018)* for guidance on appropriate disposal of the items.

If there are any concerns that confiscation might inflame a situation, degrade or humiliate a child, or give rise to child abuse allegations, then the Head or Deputy Head Teacher should be called for.

Following any restraint or search, the school will record the incident, debrief the pupil and staff, inform parents promptly, and review learning/adjustments to reduce recurrence.

Mobile Phones

Children are not allowed to bring mobile phones to school. However, year 6 parents/carers may request permission to be granted from the Head Teacher or Deputy Head Teacher. Permission may be granted for children where it is deemed necessary for their safety travelling to and/or from school and/or in other exceptional circumstances.

Mobile phones should be handed to the year 6 staff at the beginning of the school day. The school may withdraw permission for a mobile phone to be brought to school at any point.

Children are not allowed to use phones during school time or on school grounds without specific permission.

Breaching these rules is likely to result in:

- temporary confiscation of the phone, and/or
- permission to bring a phone to school again declined

Although the school will try to ensure the phone's safety while kept in the classroom, we cannot guarantee its safety and will not be liable for any loss or damage.

Children's behaviour outside the school gates

The behaviour expectations as set out in this Policy also apply to children:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform, or in some other way identifiable as a child at the school, or

Behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or
- poses a threat (including any form of bullying) to another child or member of the public, or
- could adversely affect the reputation of the school

In these cases, consequences in this policy are applicable and enforceable for behaviour when off-site.

Use of the Police and Police Community Support Officers (PCSOs)

Working in partnership with outside agencies is extremely important and the use of the Police/PCSOs are a valuable support mechanism. There are occasions when the Police/PCSOs provide the school with advice/support in dealing with difficult incidents and may discuss issues of concern with groups of children. At other times, the

Police/PCSOs and other support agencies are invited to discuss issues and concerns with the children.

Intentional damage to school property or another child's property

A letter will be written to the parent(s)/carer(s) of a child if a piece of property belonging to the school or another child is intentionally damaged. A request for reimbursement/replacement will be made and consequences issued as detailed in this policy.

Where reimbursement is sought, the school will consider family circumstances and may agree staged or alternative contributions to avoid hardship.

Monitoring and data collection

Termly, SLT and Governors will review consequences and recognition by year group, SEND, disadvantage and (where held) protected characteristics, identify disproportionality, and agree actions. SLT and Governors also review data in order to evaluate the impact of this policy.

Policy review and communication

This policy is reviewed annually. It is published on the website and parents are notified if there are changes to the policy via the newsletter. It is communicated with staff via training and induction.

Guidance and Legislation

The Behaviour Policy was informed by the following guidance and legislation:

Behaviour in Schools, DfE, February 2024

Behaviour and Discipline in Schools, guidance for governing bodies DfE 2012

Suspensions and permanent exclusions DfE August 2024

Use of reasonable force – Advice for Head Teachers, staff and governing bodies 2013

Searching, screening and confiscation – Advice DfE, January 2018

Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, DfE and DoH, January 2015

Education and Inspections Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

The Children Act 1989

Equality Act 2010

Education Act 2011

UN Convention on the Rights of the Child 1989

Human Rights Act 1998

The Data Protection Act 1984

Disability Discrimination Act 2006

Special Educational Needs and Disability Act 2001

Special Educational Needs Act 2008

Appendix A – St. John’s 6 Nurture Principles



Appendix B Restorative Behaviour Approach: A Guide for Parents

What Is the Restorative Approach?

The restorative approach is a way of managing behaviour that focuses on building and repairing relationships rather than punishing children. It helps children understand the impact of their actions, take responsibility, and make things right.

Why Use a Restorative Approach?

Traditional discipline often asks:

- Who broke the rule?
- What punishment is needed?

Restorative practice asks:

- What happened?
- Who has been affected and how?
- What needs to happen to make things right?

This shift encourages empathy, accountability, and problem-solving.

How It Works in Schools

Teachers and staff use restorative methods such as:

- One-to-one chats to help children reflect on their behaviour.
- Restorative meetings between children to resolve conflicts.
- Circle time to build trust and discuss issues as a group.

These practices help children:

- Understand their emotions and actions.
- Learn how to express themselves respectfully.
- Repair relationships and restore trust.

Benefits for Your Child

Children in restorative schools often:

- Feel more respected and listened to.
- Develop better relationships with peers and adults.
- Become more honest and responsible.
- Experience fewer behavioural incidents.

How You Can Support at Home

- Encourage open conversations about feelings and actions.
- Ask restorative questions like "What happened?" and "How can we fix this?"
- Model empathy and active listening.

Final Thoughts

Restorative approaches help children grow into thoughtful, respectful individuals. By working together—school and home—we can support their emotional and social development in meaningful ways.

For more information, visit the University of Cambridge's research page on restorative approaches:

<https://www.educ.cam.ac.uk/research/programmes/restorativeapproaches>

Appendix C Graduated Response to Behaviour in line with DfE guidance on behaviour in schools and promotes a relational, inclusive approach. Whilst we have attempted to include a range of behaviours and consequences it is not possible to cover all scenarios. Staff will use their professional judgment, supported by statutory guidance.

Behaviour Type	Level 1: Universal Response (Preventative / Low-Level)	Level 2: Targeted Response (Moderate / Repetitive) Recorded CPOMS	Level 3: Specialist Response (Serious / Persistent) Recorded CPOMS, parents engaged
Restorative approaches	Examples: Brief check-in after lesson, "What happened?" reflection, quick restorative prompt, restorative conversations	Reflection sheet with adult support, restorative conversations, restorative agreements	Restorative circle/meeting with peers, staff, families as appropriate
Calling out / Interrupting	Non-verbal cue, reminder of expectations	Time-out in class, work during break	Parent meeting, behaviour plan
Refusal to follow instructions	Calm repetition, offer choices	Removal from activity	SEND assessment, support plan
Disruptive behaviour	Redirection, praise for peers	Class time-out	Internal removal e.g. classroom, social times
Physical aggression	Ensure safety, de-escalation	SLT involvement	Internal removal, suspension, exclusion, safeguarding RA
Verbal aggression / swearing	Calm reminder	Apology, reflection	Behaviour contract
Damage to property	Discussion on respect	Repair/replacement	Parent involvement Internal removal, suspension
Bullying behaviours including racism, homophobia and other protected characteristics	Investigation, support	Pastoral support	External referral Internal removal, suspension, exclusion, safeguarding RA
Leaving class / wandering	Redirection	Time-out	Risk assessment
Non-completion of work	Encouragement, scaffolding	Work during break	Academic support
Defiance / oppositional behaviour	Clear boundaries	Reflection activity	External referral Internal removal, suspension