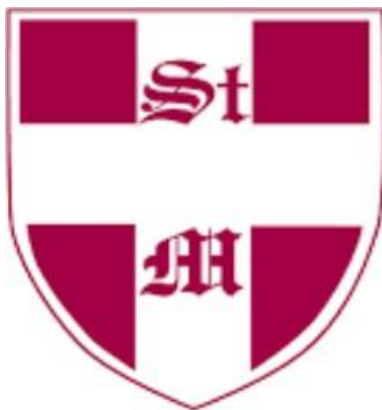




Knowledge-rich, skills-led learning for all  
Christ at our heart  
Serving everyone in our community  
Partnership of love, ambition, joy and peace

## St. Michael Catholic Primary and Nursery School

### Restorative Practice: Relationships and Behaviour Policy



*"I came so that you may have life, life in all its fullness" John 10:10*

St Michael Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever-changing world.

|                        |                |
|------------------------|----------------|
| Policy Date            | September 2026 |
| Signed by Head Teacher | Mrs N Collins  |
| Review Date            | September 2027 |

## Introduction

At St. Michael Catholic Primary and Nursery School, our Catholic ethos is central to all we do. We promote our school's C.I.R.C.L.E. values, which align with our distinctive Catholic nature. Our C.I.R.C.L.E. values guide us in fostering a supportive and inclusive environment for our students.

Through our C.I.R.C.L.E. values, we aim to:

- Assist pupils in acquiring appropriate social and emotional skills with high expectations of self-discipline and independence.
- Promote a strong partnership between the parish of St. Michael the Archangel, parents, staff, and pupils.
- Actively include pupils in achieving and celebrating success.
- Develop a creative, challenging, and inspiring curriculum.
- Create an environment where every child will flourish and achieve their full potential.

Incorporating Catholic Social Teachings (CST) into every aspect of our Restorative Practice Relationships and Behaviour Policy at St. Michael is paramount. CST serves as a guiding framework that goes beyond the policy itself, instilling our students with a deep comprehension of compassion, justice, and the inherent dignity of every individual. Our commitment to infusing CST principles into our policy and practices ensures that we create a foundation for holistic education that extends beyond the classroom. This approach is integrated across all subjects, from science to history, reinforcing not only the acquisition of knowledge but also a sense of responsibility towards society. By weaving CST into our policy, we enable our students to adopt a perspective of solidarity, focusing on the well-being of the marginalised and vulnerable in the context of addressing behavioural issues.

This holistic approach empowers our students to become not just well-informed individuals but also compassionate advocates for positive social change. It ensures that they carry the transformative teachings of CST into their lives beyond the realm of our Restorative Practice Relationships and Behaviour Policy, promoting an enduring commitment to the values and principles that underpin the foundation of our school.

We aim to create a happy, safe, caring, stimulating and inclusive environment for all. Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors,

parents, the wider community and the children all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other. We expect each individual to respect others, their families, culture and beliefs as part of the exceptionally high standards of behaviour that we have at our school. Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. Our role is to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others, they will be punished and should, therefore, avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

Restorative Practice is essential in promoting positive relationships, resolving conflicts, and shaping our school community's behaviour.

**Aims:**

- To develop positive relationships through a restorative approach, which promotes self-esteem self-discipline, and which establishes clear expectations of all members of the school community.
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- Recognise the importance of effective teaching and learning in promoting positive behaviour.  
(Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and Discipline in Schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and, publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

## Restorative Practices

Being 'Restorative' focuses on building positive relationships based on responsibility, respect, and fairness. In turn, this creates a community that is supportive, accountable, and respectful. We believe that every individual is responsible for their behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others.' Making changes to how we approach incidents and issues provides children and others with the opportunity to think about how they relate to each other and how they can find positive ways of repairing the harm caused rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All staff members are trained in the key principles of R.P., and we understand the importance of modelling positive language behaviour and developing positive and meaningful relationships with colleagues and pupils. When positive relationships are formed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

## Restorative Justice Principles

We are dedicated to the principles of restorative justice and the 5 'R's of Restorative Justice:

- **Responsibility:** We encourage individuals to take responsibility for their actions and impact on others. By doing so, we aim to teach our students the importance of accountability for their behaviour and its consequences.
- **Relationships:** We emphasise the value of maintaining positive relationships within our school community. Restorative Practice provides opportunities to repair harm and rebuild trust when relationships are strained.
- **Respect:** Respect is at the core of our C.I.R.C.L.E. values. We promote mutual respect for all members of our school community, as well as for each other's property and individuality.
- **Repair:** Restorative Practice focuses on repairing harm and making amends. Through this process, students can learn from their mistakes and grow from their experiences.
- **Reintegration:** Restorative Practice aims to reintegrate individuals into our school community positively and constructively. We support individuals in their journey toward self-improvement, emphasising the importance of second chances.

## Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic, and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Staff congratulating pupils/recognition.
- Giving children stickers/postcards.
- Marbles for the marble jar (Marble jar treat).
- House points.
- Whole class rewards (Marble jar treat).
- Friday celebration assembly.
- Lunchtime supervisors giving out raffle tickets for the 'golden table.'
- Head Teacher's award at the end of the term.

Children achieve best when there is a partnership between home and school, which applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which, in turn, ensures good learning by undertaking a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- Reading records are used to send messages home or into school.
- The Parents' Consultations also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies celebrating behaviour and achievements.
- Certificates and stickers that children take home.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour.

We strive to avoid:

- Humiliation – it breeds resentment.
- Shouting – it diminishes us.
- Overreacting – the problem will grow.
- Blanket punishment – this is unjust towards the innocent.
- Harsh sarcasm; it breeds resentment.
- Threatening children with someone else's discipline; it diminishes us.
- Using an area of the curriculum as a punishment (e.g., extra math or no P.E.).

As part of promoting positive behaviour and providing positive role models, pupils are given opportunities to take on responsibilities within their own class and across their school.

## **The Restorative Approach**

We are building a positive community, including rules and high expectations. The school's ethos underpins all rules and expectations relating to behaviour within the school. Children need to know and help understand the school/class rules and expectations. Each teacher works with their class to share the school charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. Every class participates in brief class circles at the beginning or end of each day. This time is used to build connections and relationships within the class.

During circles, expectations of behaviours are taught and reinforced regularly and ongoing throughout the year. The class will develop their own class expectations for learning, circles and behaviour. The agreed expectations are on display in the classrooms. Children are therefore encouraged to take responsibility for their own actions and behaviour, as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules and expectations must have their actions acknowledged and rewarded. Those who do not follow the rules or expectations need to know that their actions will be addressed. The consequences of inappropriate choices will be discussed and decided upon with the pupil, and the consequences will be enforced. Our Restorative Behavioural Chart shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

### **What are our expectations for pupil and adult conduct?**

We take pride in creating a well-organised, attractive, and stimulating learning environment. Expectations for behaviour extend to various areas within the school, including conduct during specific 'whole school' activities such as assemblies.

### **In lessons**

In our learning environment, we foster a culture where every child is actively engaged in the learning process. We promote silent transitions between tasks, guided by clear and simple signals: one for standing, two for moving, and three for sitting. This approach encourages children to take ownership of their learning, instilling a sense of responsibility.

We also utilise the "hands up" method for participation, ensuring that children respond promptly to the teacher's signals to stop and listen, either by raising their hands, clapping, or engaging with rhymes as appropriate. Effective and focused partner discussions about the learning material further enhance their comprehension.

Children are encouraged to keep their hands empty, bodies still, eyes focused, and ears attentive during lessons. We emphasise the importance of maintaining a tidy environment, individually and collectively, and stress the value of staying in their seats during lessons to minimise distractions. While working independently, quiet, focused whispers are encouraged to facilitate a productive learning atmosphere. This holistic approach ensures that every child remains actively engaged in the learning process while maintaining a respectful and efficient classroom environment.

## **The school environment**

We expect that classrooms will be tidy and well-organised, as this has a positive impact on behaviour. All of us should take pride in our interesting and well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

## **Corridors**

Children are expected to walk quietly around the building at all times (SSS - Slowly, silently, single file), especially when passing through areas where other people are working. Children and adults should be eager to open doors for others, demonstrating politeness and consideration for others.

## **Collective Worship/ Assembly**

Staff and children are expected to enter and leave worship calmly and quietly and sit quietly during worship, showing respect for the adult or children delivering it. Children and adults should be eager to participate and contribute to any interactive parts of worship positively and respectfully.

Members of staff who accompany their class into worship and wish to issue instructions to children in worship should usually do this using signs rather than speech. They should lead their class in and out of worship from the front of the line.

## **The dinner hall**

Children should line up quietly, be polite when receiving their meal, and follow any directions from the adults in charge. They should be taught to maintain good manners at the table and engage in polite

conversations, considering the noise level. After the meal, children should clear their eating area, leave the dining area quietly, and walk to the playground.

## **The playground**

We do not distinguish between the authority of one adult and another, regardless of role. At lunchtime, children are expected to respect the authority of the adults on duty in the same way they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if they have been hurt, bullied, or harassed. The adults on duty are responsible for ensuring a good range of play equipment is available for the children. They must ensure the children's safety and adherence to playground rules while dealing with incidents properly within the restorative framework.

Any serious behavioural incidents should be reported to the Headteacher or Deputy Headteacher for further investigation. The adult witness should use the STAR approach (Setting/Triggers/Action and Result) and log the incident on CPOMs. Additional guidance, rules, and expectations for break times can be found in the Appendices.

## **School uniform**

Children are expected to wear school uniforms. This instils pride and purpose in the children and fosters a sense of community that encourages good behaviour. Guidance for school uniforms is detailed in the prospectus section of the school website or available in printed form from the school office.

## **The Restorative Approach**

Incidents of negative behaviour that require a formal or informal restorative conversation are dealt with in a fair, respectful, and appropriate manner, with the primary focus on individuals taking responsibility for their behaviour, repairing any harm done, and rebuilding and restoring relationships. The fundamental principle when addressing issues is to provide all parties involved with an opportunity to express their perspectives and actively engage in the process. All members of staff and students are aware that issues will be addressed impartially, adopting a 'no-blame' approach.

When incidents involve two children, key questions will be posed to ascertain what has transpired and how the individuals concerned can set things right or mend the harm caused.

**Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way.**

Everyone affected by an incident participates in a Restorative dialogue, which supports them in comprehending the harm caused to all parties.

### **Key Questions in Restorative Practice:**

1. **What happened?** Drawing out each person's story one at a time, commencing with the individual who caused the harm. The aim is not to reach a definitive conclusion on what happened but for each person to have their point of view heard.
2. **What do you think and feel about that?** Understanding what each person was thinking and feeling at the time, before and since.
3. **Who has been affected and how?** Identifying who has been harmed or affected and in what way. Older children are encouraged to consider the broader implications of those affected, including their families.
4. **What are the needs of those involved?** Identifying the needs of those affected to feel better, move on, repair harm, and rebuild relationships.
5. **What do you think needs to happen next or to make amends with each other and with the school community?** How do these individuals agree and negotiate meeting the identified needs, and what support they might require in this process? Staff supports students in this process but aims to ensure that students form their own agreement whenever possible. Children can refer to the behaviour ladders to consider how they can make appropriate amends in line with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By entrusting pupils with this responsibility, we support them in developing their own conflict avoidance and resolution strategies. Additionally, if pupils reach their own agreement on

how to proceed after a conflict, they are more likely to adhere to it compared to when it is suggested by an adult or imposed on them.

All staff members within our school employ active listening skills when dealing with conflicts. This enables them to extract more information from those involved.

#### Language to use during the Restorative Conversation:

- **Encouraging:** "Tell me more about that?"
- **Clarification:** "Can you help me understand that better?"
- **Checking:** "So, did I hear you say...? Am I right in thinking...?"
- **Reflecting:** "So, you said... (Repeating back the last few words)."
- **Summarising:** "So, it seems like several things are bothering you? And earlier, you mentioned...."
- **Empathy:** "Understandably, you are worried/upset about this; it sounds tough."
- **Affirmation:** "Thanks for sharing that; I appreciate you discussing this with me."



We use visual prompts to facilitate discussions around these questions, encouraging children to reflect on their behaviour and its impact (Appendix).

## **The Restorative Approach and Use of Consequences**

When utilising consequences, the child(ren) should always be involved and actively participate in deciding upon any consequences, ensuring they are constructive and enable the child to learn from what has transpired. This approach focuses on fostering a sense of responsibility in children rather than imposing sanctions that may lead them to perceive themselves as victims of punishment.

Each class or communal area features a clear display of the consequences process. We strive to help the children understand the harm they may have caused to others and how their consequences are a way of making amends with the person who has been hurt, as well as with the school community, which upholds high standards of good behaviour.

Some children with social, emotional, or mental health difficulties may benefit from a designated "time out" to calm down. This is an essential part of developing a child's self-management skills.

### **When should behaviour incidents be recorded?**

The child's class teacher (or H.L.T.A. if covering) should record the following incidents/issues on C.P.O.M.S. if they occur for a child in their class:

1. Deliberate property damage (belonging to the school or another individual in school)
2. Racist incidents (these should also be reported separately to the H.T.)
3. Severe swearing or verbal abuse
4. Incidents involving injury or assault with proven intent to another individual (child or adult)
5. Incidents involving injury or assault to another individual, where the victim reports that it was intentional, and there is a visible injury, regardless of whether intent can be proven
6. Incidents related to ongoing issues between two children that do not reach the level of assault but provide additional evidence and a broader perspective for multi-agency meetings. Alternatively, if a child confides that they are being bullied, any incidents between them and the 'bully' should be recorded. It is at the discretion of the class teacher, based on their knowledge of the children, whether to record incidents when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

Suppose any of the behaviours listed above occur during lunchtime. In that case, the adults involved should report it on C.P.O.M.S using the STAR approach and pass the information on to the class teacher.

The adult will be responsible for logging it on C.P.O.M.S. and will communicate with the class teacher regarding further action, such as contacting parents or guardians.

These behaviours must always be reported to parents/carers. The method used for communication is at the discretion of the class teacher, and they are responsible for following through with communication, applying consequences in line with the restorative framework, and documenting it on C.P.O.M.S.

## **Curriculum Support**

Through Religious Education and RSHE, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has many ways of rewarding good behaviour for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation. RSHE lessons, Circle Time, school assemblies, out-of-school experiences and after-school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete RSHE lessons are taught regularly to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to resolve issues with adult support or independently, where appropriate.

## **Implementation of the Restorative Approach- Practicalities**

We recognise that all children are unique individuals, and therefore, we are flexible in addressing any incidences of negative behaviour. The stages of the Restorative Approach underpin our method of dealing with behaviour issues. Still, we are conscious that we adapt our approach to ensure it suits the pupil's age and level of understanding. When working with pupils in the Early Years Foundation Stage, we focus on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy. This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Where a child has significant SEN, e.g., non-verbal autism, an alternative approach will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

**Logical Consequences:**

Our staff are trained to implement logical consequences as part of our behaviour management strategy. Logical consequences are applied thoughtfully, considering the developmental age and specific needs of the child.

Consequences are given and supported by emotionally regulated adults and are not punitive in nature.

**Emotionally Regulated Support:**

Consequences are given and supported by emotionally regulated adults. We understand that emotional regulation is essential for effective reflection.

**Timely Reflection:**

Consequences are applied ideally on the same day as the behaviour occurred. We aim for children to reflect on their behaviour when they are emotionally regulated.

**Non-Punitive Approach:**

Consequences will never involve taking away a previously earned privilege or any intervention time. We avoid consequences that lead to shaming or humiliation as we recognise the detrimental impact on a child's self-esteem and well-being.

**Supportive Conversation:**

A supportive/restorative conversation takes place as soon as possible, focusing on the child's feelings, both physical and emotional. The conversation may also explore how the behaviour affected others.

**Logical Consequences Types:**

Consequences may include making up time for lost learning, reflection time focused on the child's own bodily and emotional state, and reparation time to repair relationships. Reparation can take various

forms, such as verbal, written, artistic, or action-based tasks, always supported by a regulated and supportive adult.

### **Protective Strategy:**

If a context becomes repeatedly problematic for a child, we will work with them to ensure their subsequent participation can be successful. This may involve reduced time, supervision, or temporarily not participating in the activity, emphasising that this is a protective strategy, not a punitive one.

### **Praise and Recognition:**

After pupils complete their logical consequence, we aim to praise their behaviour at the first opportunity, shifting the focus away from the inappropriate behaviour.

### **Suspension from School**

The Restorative Practice Relationships and Behaviour Policy at St. Michael Catholic Primary School is built on the shared commitment of our entire school community, driven by two vital objectives:

- The first is to safeguard the well-being and security of all individuals within our school community while maintaining an environment conducive to effective learning and success for all.
- The second is to reduce the necessity for suspensions as a disciplinary measure.

The decision to exclude a pupil will be considered under the following circumstances:

- Allowing the pupil to remain in school would seriously jeopardise the education or welfare of the pupil or others within the school.
- In response to a serious breach of the School's Behaviour Policy

Suspension is a severe disciplinary action solely authorised by the Headteacher (or, in the Headteacher's absence, the Deputy Head acting in that capacity).

Suspension, whether temporary or permanent, may be applied for any of the following, all of which represent instances of unacceptable conduct and infractions of the Restorative Practice Relationships and Behaviour Policy:

- Verbal abuse towards staff and others.

- Verbal abuse towards fellow students.
- Physical abuse towards or an attack on staff.
- Physical abuse towards or an attack on fellow students.
- Indecent behaviour.
- Property damage.
- Theft.
- Serious acts of violence or threats against other students or staff.
- Sexual abuse or assault.
- Unacceptable behaviour that has been previously reported, and school sanctions and other interventions have failed to modify the behaviour effectively.

This list is not exhaustive, and there may be other situations where the Headteacher deems suspension as an appropriate measure.

### **Fixed-Term Internal Suspensions**

We are dedicated to upholding every child's right to an education, and we strive to minimise any suspensions from lessons due to behavioural issues wherever possible.

However, if interventions are exhausted or ineffective, and the behaviour persists or becomes extreme, as a final step, fixed-term internal suspensions may be authorised by members of the Senior Leadership Team (SLT). Fixed-term internal suspensions are a last resort typically preceded by behavioural intervention and support. These interventions will be discussed and agreed upon by the pupil, class teacher, parent and SLT members.

Members of the SLT may impose fixed-term internal suspensions for persistent or severe displays of zero-tolerance behaviours that impinge on the safety and well-being of children and adults. These suspensions may include periods during which the pupil may miss break time, lunchtime, and lesson times. The SLT will supervise these fixed-term internal suspensions. Behaviour Support Plans will be implemented for the pupil during and after the suspension period for an appropriate duration.

### **Fixed-Term External Suspensions**

In cases where extreme or persistent behaviour jeopardises the right to learn and be safe, children may be at risk of a fixed-term external suspension.

Most external suspensions are of a fixed-term nature and are typically of short duration.

Following the decision to impose an internal suspension, parents will be notified as soon as possible. A meeting will be arranged with the parents, pupil, SLT and class teacher, followed by a letter sent by post detailing the suspension and its end date. Parents and carers have the right to make representations to the Federated Governing Body and the Local Authority as instructed in the letter.

A Return to School meeting will be conducted after the fixed-term suspension has concluded, involving the Headteacher or, in their absence, the Deputy Head, the pupil, their parents, and the class teacher. Behaviour targets and risk assessment measures will be established, with all parties in agreement. A behaviour passport will be completed during the meeting. Behaviour will continue to be monitored upon the pupil's return to school until all parties are satisfied with the progress.

The Department for Education's regulations authorise the Headteacher to exclude a pupil for one or more fixed periods, at most 45 school days in any one school year.

## **Expulsion**

The decision to permanently exclude a pupil is a grave one. It is contemplated in two primary situations: As a final, formal step in a concerted process to address disciplinary offences following various other strategies, all of which have been employed unsuccessfully. It signifies that all possible strategies have been exhausted and are only used as a last resort. This may encompass persistent and defiant misbehaviour, including bullying (including racist or homophobic bullying).

In exceptional circumstances where other strategies are not appropriate and where it may be fitting to remove a pupil from the school environment immediately and for an indefinite period. Such situations include:

- Serious actual or threatened violence against another pupil or a staff member.
- Sexual abuse or assault.

The school will consider involving the police in the case of any of the above offences.

These instances are not exhaustive but indicate the seriousness of such offences and the fact that such behaviour seriously disrupts the discipline and well-being of the school. Other incidents may lead to expulsion and will be considered case-by-case.

## **General Factors for Consideration**

Suspension will not be imposed immediately unless there is an imminent threat to the safety of others within the school or the pupil in question. Before deciding on a permanent or fixed-term suspension, the Headteacher will:

- Ensure that appropriate investigations have been carried out.
- Consider all available evidence supporting the allegations and consider the relevant policies.
- Allow the pupil to present their version of events.
- Investigate whether the incident may have been provoked, for example, by bullying or racial or sexual harassment.
- If, after reviewing all the available information and considering the balance of probabilities, the Headteacher is satisfied that the pupil has committed the alleged actions, the suspension will be the outcome.

### **Exercise of Discretion**

In deciding whether or not to exclude, the Headteacher will assess each case on its individual merits. Therefore, implementing a tariff system that prescribes standard penalties for specific actions is both unfair and inappropriate.

When considering whether expulsion is the most appropriate sanction, the Headteacher will consider:

- a) The gravity of the incident or series of incidents and whether they constitute a serious breach of the School Behaviour Policy.
- b) The impact of the pupil's continued presence in the school on the education and well-being of other students and staff.

### **Physical Contact**

St. Michael Catholic Primary and Nursery School recognises that for some staff, physical contact is an integral aspect of their role, such as in teaching physical skills like swimming and gymnastics, various forms of therapy, providing first aid, and intimate care.

Physical contact is also used to reassure and comfort children, especially during the settling-in period in EYFS classes, where children may need to be cuddled and offered physical reassurance.

Staff will comfort children where necessary but will use minimal physical contact.

Friendly physical contact also helps develop relationships, which is crucial to the EYFS, so we ensure staff are trained in safeguarding and teaching children about personal space.

### **Use of Reasonable Force**

On occasions, school staff may need to use reasonable force to prompt, guide, or hold children, aiming to help children control their own behaviour and keep people safe. If staff act reasonably to meet the child's needs, they should be confident that they will be supported.

Examples of circumstances when proportionate use of force may be reasonable include:

- To protect people or property.
- To move children to a safer place.
- To prevent children from behaving in such a way that seriously disrupts school activities.

### **Team Teach Approach**

Some of our staff are trained in the Team Teach approach for dealing with extreme behaviour cases. This involves de-escalation techniques followed by all staff.

In rare cases, physical restraint is necessary for the safety of the child or others. Only adults who have been trained to do this will restrain the child. If this happens, parents are informed. All incidents where holding has been appropriate are recorded, parents/carers are informed, and actions are implemented following the incident. In the follow-up to such an incident, the school will continue to manage the situation using restorative approaches.

Further information about the use of reasonable force at St. Michael Catholic Primary and Nursery School is contained in our Positive Handling Policy.

### **Training**

Staff members at St. Michael Catholic Primary and Nursery School have received training on managing behaviour, including the proper use of restraint, as part of their induction process. Behaviour management forms part of continuing professional development. All staff training is logged and monitored.

## Links with Other Policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- Positive Handling Policy

## Conclusion

At St. Michael Catholic Primary and Nursery School, our approach to behaviour management is rooted in compassion, emotional intelligence, restorative justice, and logical consequences. By focusing on understanding and personal growth, we aim to create a caring and supportive learning environment where children take responsibility for their own behaviour and develop the skills to overcome challenges. This policy is designed to align with our school's values and vision, nurturing a community based on empathy and self-learning with a strong emphasis on Restorative Practices that promote responsibility, respect, and accountability. It encourages all members of our school community to recognise the importance of emotional intelligence and restorative practices in creating a harmonious and inclusive environment.

## Appendices

### Appendix 1: STAR Approach

| STAR Approach                                                              |                                                                                                          |                                                                 |                                                                                                             |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Understanding and managing behaviour problems in children and young people |                                                                                                          |                                                                 |                                                                                                             |
| <b>Settings:</b><br><br>Where? Lesson?<br><br>People?<br><br>Date? Time?   | <b>Triggers:</b><br><br>What happened<br><br>just before<br>incident?<br><br>What seemed to start<br>it? | <b>Actions:</b><br><br>What did the child do?<br><br>Behaviour? | <b>Result:</b><br><br>What happened next?<br><br>Staff action? How did<br>incident end?<br><br>Consequence? |

### Appendix 2: Playtime Expectations

   
Playtime expectations.

- 1  +     =  
1. Be respectful and responsible towards everyone, adults and children alike.
- 2   +     
2. Run, when and where it is safe to do so.
- 3    +    
3. Take care of the playtime equipment and use it appropriately!
- 4         
4. Make sure that you're dressed sensibly for the weather.
- 6         
6. Make sure that the quiet area is a peaceful place.
- 7         
7. Play in safe areas where you can be seen.
- 9        +  
9. If you're not sure, ask an adult – they are there to help and  
    
keep you safe!

  +    
Play, dance and have fun!

### Appendix 3: Playtime Procedures for all Staff

#### Going out to play

- Children should walk up and down steps and slopes.

#### During playtime

- There are break time expectations, which focus on using common sense and good manners. Please note that the following is not allowed:
  - Play fighting in any form
  - Piggy backs and picking other children up
  - Playing behind sheds/ the theatre wall/ trees and bushes
  - Running on steps and slopes

Football can be played on the designated day, in a designated space. There will only ever be one football game outside. Football (and other such competitive games) are always closely supervised by a staff member.

Sometimes pupils will have a legitimate reason to go inside, such as to get a coat because they forgot. These occasions should be rare. If you give them permission, please ensure the child comes back out in good time.

### **At the end of playtime**

- All children must stop and go quiet on the first whistle/bell, which signifies the end of playtime. They should then be instructed to clear up and proceed to their lines.
- On the second whistle/bell, children (if they haven't already- should walk sensibly to their lines. They are now subject to classroom expectations and must behave in the correct way for this.
- Teachers must ensure that they are out to receive their class in good time.
- Once they are lined up sensibly, children are led back to their class without running.

If classes do not comply with these expectations, the class teacher (or HLTA if covering) should have a restorative discussion with the class to discuss their actions, the impact it has on each other and the wider school community. As a class, a consequence/community fix it should be decided upon

Midday staff may keep a log book to aid swift sharing of any concerns with class teachers and or the Headteacher.

**Any concerns or incidents must be shared and recorded on CPOMS.**

### **Appendix 4: Visual aids and prompts**



What happened?



How were you feeling?



How can we make it right?



What can we do next time?



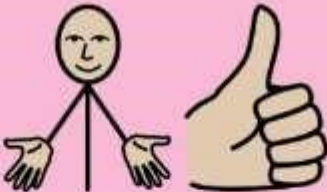
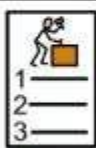
# Restorative Conversation Prompts



1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

|                                                                                                                    |                                                                                                                                  |                                                                                                    |                                                                                                    |                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <br>broke something               | <br>scribbled on something                      | <br>hurt an adult | <br>hurt a child | <br>was unsafe        |
| <br>took my clothes off           | <br><b>What happened?</b>                       |                                                                                                    |                                                                                                    | <br>wasn't respectful |
| <br>swore at someone              |                                                                                                                                  |                                                                                                    |                                                                                                    | <br>wasn't ready      |
| <br>didn't listen to instructions |                                                                                                                                  |                                                                                                    |                                                                                                    | <br>threw something     |
| <br>worried                     | <br>fidgety                                   | <br>confused    | <br>angry     | <br>sad             |
| <br>anxious                     | <br><b>What were you thinking or feeling?</b> |                                                                                                    |                                                                                                    | <br>excited         |
| <br>giggly                      |                                                                                                                                  |                                                                                                    |                                                                                                    | <br>distracted      |
| <br>silly                       |                                                                                                                                  |                                                                                                    |                                                                                                    | <br>fizzy             |

|                                                                                                |                                                                                                                    |                                                                                                |                                                                                               |                                                                                                              |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <br>me        | <br>a friend                      | <br>a teacher | <br>an MDS | <br>my class              |
| <br>my mum    | <br><b>Who has been affected?</b> |                                                                                                |                                                                                               | <br>other children        |
| <br>my dad    |                                                                                                                    |                                                                                                |                                                                                               | <br>group                 |
| <br>my family |                                                                                                                    |                                                                                                |                                                                                               | <br>people in the community |

|                                                                                                           |                                                                                                                                     |                                                                                                          |                                                                                                               |                                                                                                          |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <br>write it down      | <br>write a letter                               | <br>talk with someone | <br>say sorry to someone | <br>fix something   |
| <br>have thinking time | <br><b>What needs to happen to put it right?</b> |                                                                                                          |                                                                                                               | <br>tidy up         |
| <br>make a change      |                                                                                                                                     |                                                                                                          |                                                                                                               | <br>clean something |
| <br>make a plan        |                                                                                                                                     |                                                                                                          |                                                                                                               | <br>practice          |



|                                                                                                                  |                                                                                                                |                                                                                                              |                                                                                                                         |                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
|  <p>talk to a trusted adult</p> |  <p>ask to go outside</p>     |  <p>go to my calm space</p> |  <p>go to the regulation station</p> |  <p>get a fiddle toy</p>        |
|  <p>count to 10</p>             |  <p>Next time I could...</p> |                                                                                                              |                                                                                                                         |  <p>use an ALD</p>              |
|  <p>walk away</p>               |                                                                                                                |                                                                                                              |                                                                                                                         |  <p>tell someone how I feel</p> |
|  <p>play with someone else</p>  |  <p>ask for help</p>          |  <p>make a change</p>       |  <p>take deep breaths</p>            |  <p>something different</p>     |

Appendix 5: Class Restorative Behavioural Chart/ Primary

## Restorative Behavioural Chart with Circle Support

**1<sup>st</sup> Incident of inappropriate behaviour – (Sanction - Verbal warning or reminder)**  
 Reminder given in a positive manner, directing them towards positive behaviour

**Class circles - check in/outs**  
 Praise children that have improved their behaviour, ask if there is anything they can improve.

**2<sup>nd</sup> Incident – (Sanction- 2<sup>nd</sup> verbal warning or reminder)**  
 Time Out, Reflection, Restorative Chat 1-1 with Class Staff, pupil asked how they can put things right and what choice they will make next time

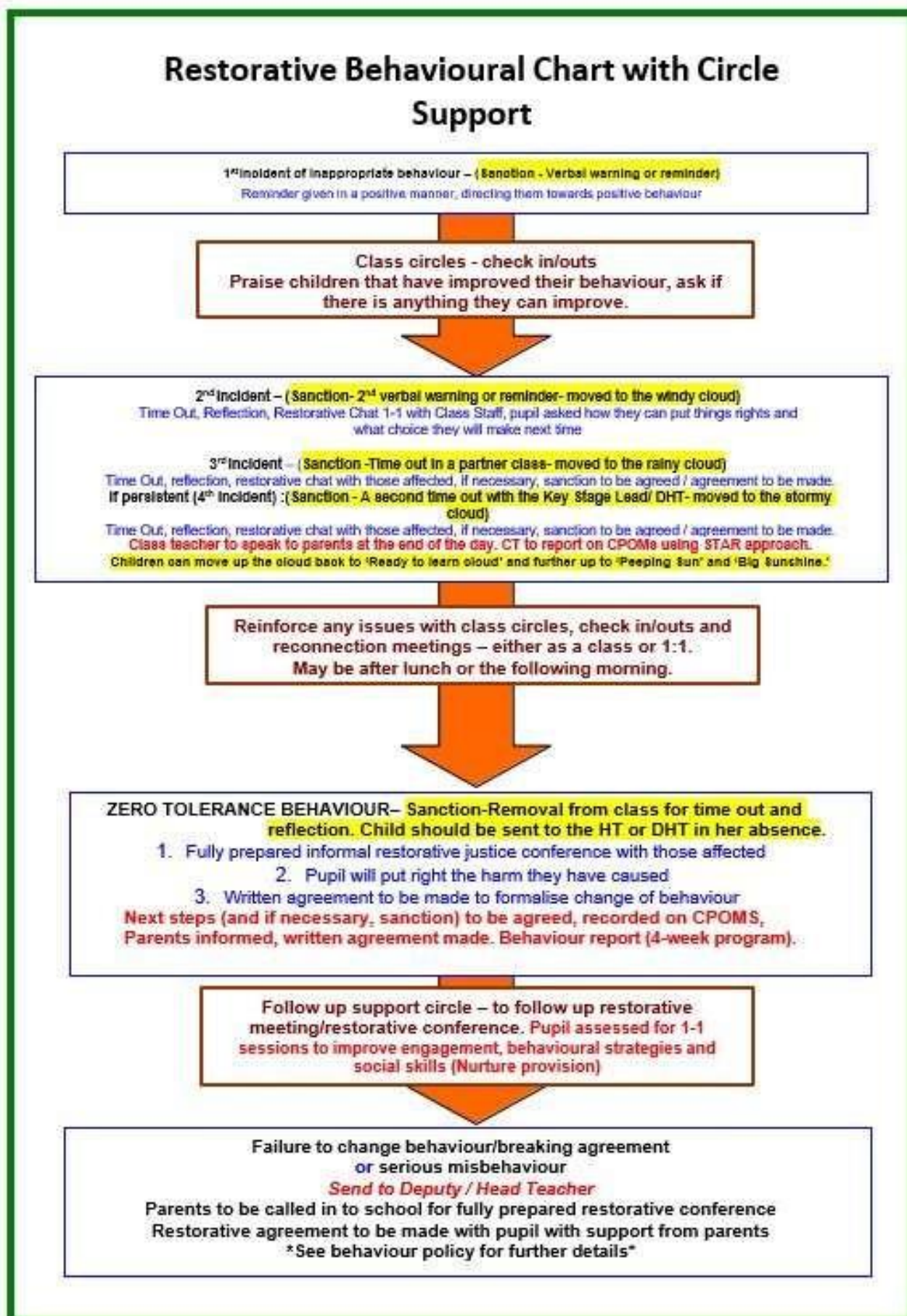
**3<sup>rd</sup> Incident – (Sanction -Time out in a partner class)**  
 Time Out, reflection, restorative chat with those affected, if necessary, sanction to be agreed / agreement to be made.  
**If persistent (4<sup>th</sup> incident) : (Sanction - A second time out with the Key Stage Lead/ DHT)**  
 Time Out, reflection, restorative chat with those affected, if necessary, sanction to be agreed / agreement to be made.  
 Class teacher to speak to parents at the end of the day. CT to report on CPOMs using STAR approach.

**Reinforce any issues with class circles, check in/outs and reconnection meetings – either as a class or 1:1.**  
 May be after lunch or the following morning.

**ZERO TOLERANCE BEHAVIOUR– Sanction-Removal from class for time out and reflection. Child should be sent to the HT or DHT in her absence.**  
 1. Fully prepared informal restorative justice conference with those affected  
 2. Pupil will put right the harm they have caused  
 3. Written agreement to be made to formalise change of behaviour  
**Next steps (and if necessary, sanction) to be agreed, recorded on CPOMS, Parents informed, written agreement made. Behaviour report (4-week program).**

**Follow up support circle – to follow up restorative meeting/restorative conference. Pupil assessed for 1-1 sessions to improve engagement, behavioural strategies and social skills (Nurture provision)**

**Failure to change behaviour/breaking agreement or serious misbehaviour**  
*Send to Deputy / Head Teacher*  
 Parents to be called in to school for fully prepared restorative conference  
 Restorative agreement to be made with pupil with support from parents  
 \* See behaviour policy for further details\*

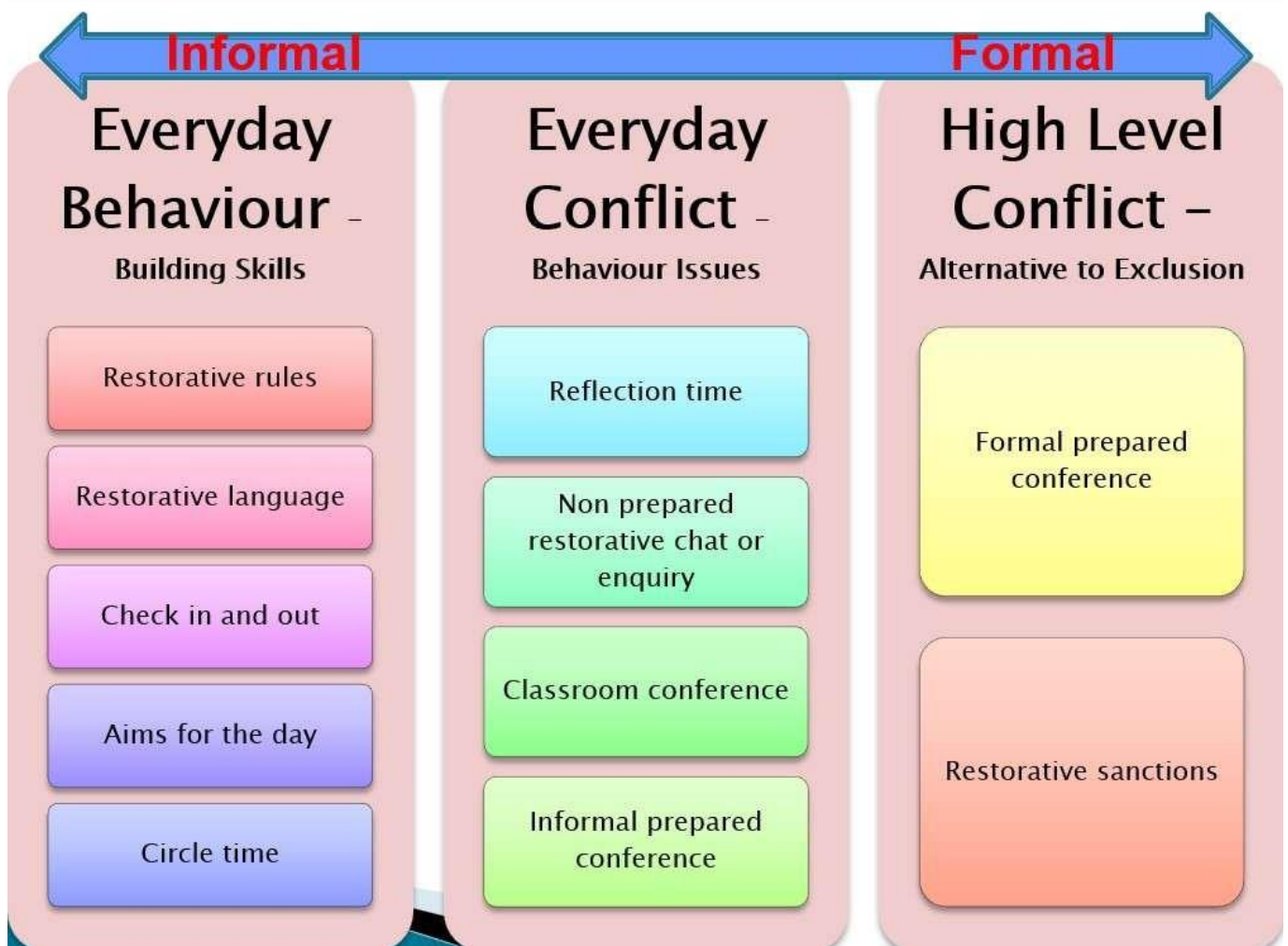


## Appendix 7: Behaviour Guidelines

| Types/Stage                                                                                                                                                                                                                                                            | Behaviour                                                                                                                                                                                                                                                                                   | Consequences                                                                                                                                                                                      | Action/Managed by                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage 1</b><br><b>LOW LEVEL BEHAVIOUR</b><br><br>Behaviours do not interfere with children's right to be safe or right to learn and they happen for the first time.                                                                                                 | Low level disruption. Calling out/making noises in class/fidgeting with equipment when the teacher is talking. Pushing in the line. Walking around the classroom without permission. Bickering or squabbling. Telling tales/made up stories about others. Failing to complete the task set. | 1.Verbal reminder/<br>Warning                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Restorative approach</li> <li>Use Restorative Questions</li> <li>Identify school value</li> <li>Name the behaviour</li> <li>Tell them what you expect- give example <b>If persistent:</b></li> </ul> See stage 2<br><b>Managed by</b> class teacher, support staff or MMS. |
| <b>Stage 2</b><br><b>PERSISTENT LOW-LEVEL BEHAVIOUR</b><br><br>Behaviours do begin to impinge on children's and adult's rights most often the right to learn. They are often behaviours that have continued from stage one and sometimes require a period of time out. | Stage 1 behaviour continues after adult intervention/ warning. Failing to complete the task set for the second time in a day. Becoming visibly upset, which does not endanger others, themselves or school property. Swearing at another child. Deliberately breaking school property.      | 2. Verbal reminder/<br>Warning<br>(EYFS- Windy cloud)<br><br>3.Time out in a partner class<br>(EYFS- Rainy cloud)<br><br>4.A second time out with the Key Stage Lead/ DHT<br>(EYFS- Stormy Cloud) | <ul style="list-style-type: none"> <li>As above but in addition:</li> <li>If persistent: Class teacher to speak to parents at the end of the day</li> <li>Report on CPOMs using STAR approach</li> </ul> <b>Managed by</b> class teacher, Key Stage Leader/DHT                                                    |

|                                                                                                                                                                              |                                                                                                                                                                                                                                                                                      |                                                                                                                                                          |                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Stage 3</b></p> <p><b>ZERO TOLERANCE BEHAVIOUR</b></p> <p>These behaviours seriously impinge on children's and/or adult's rights, most often the right to be safe.</p> | <p>Calling a child/adult racist/homophobic name. Physically hurting another child or adult deliberately through hitting, kicking, scratching, biting. Fighting in the classroom or playground. Running out of the classroom during a lesson. Bullying (see anti-bullying policy)</p> | <p>5. Child should be sent to the HT or DHT in her absence.</p> <p>Fixed term internal suspension may be issued.</p> <p>Formal meeting with parents.</p> | <p>As above but in addition:</p> <p>SLT follow up with parents and teacher</p> <p>Behaviour report (4week program)</p> <p>Attend nurture group</p> <p>If persistent: Contact external agencies</p>                                               |
|                                                                                                                                                                              |                                                                                                                                                                                                                                                                                      |                                                                                                                                                          | <p><b>Managed</b> by class teacher, Key Stage Leader, DHT/HT</p>                                                                                                                                                                                 |
| <p><b>Stage 4</b></p> <p><b>Suspensions</b></p> <p><b>PERSISTENT ZERO TOLERANCE BEHAVIOUR</b></p>                                                                            | <p>Suspensions section in Policy</p>                                                                                                                                                                                                                                                 | <p>Suspension</p> <p>Child should be sent to the HT or DHT in her absence.</p> <p>Formal meeting with parents.</p>                                       | <p>SLT to follow DFE and LA guidelines</p> <p>Parent to be informed formally both in person and written.</p> <p>Managed by HT</p> <p>On return, parents and child will be invited to take part in a reintegration/ return to school meeting.</p> |





## Who will manage behaviour in our school?



## Appendix

### 9: Pupil Reflection Sheet

## Appendix

| Pupil:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Class: | Date: | Staff Member: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|---------------|
| <p>It would be good to consider who has been affected by this behaviour, what are the needs of those affected by the behaviour and how will this restorative work meet those needs?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |       |               |
| <p>  What  happened?  What  happened  first?  Where  were you  when  this  happened?  What  else  happened?         </p> |        |       |               |
| <p>  What  were you  thinking?         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |       |               |
| <p>  What do you think  about  it now?         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |       |               |
| <p>  Who  has been  affected  by  what  happened  and  how?         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |       |               |
| <p>  What  needs  to happen  to  put  this  right?         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |       |               |
| <p>  What  do you  need  to  do  differently?         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |       |               |

## Appendix

### 10: Restorative conference Contract/Agreement

#### Restorative Conference Contract/Agreement

Incident date: ..... Conference date: .....

Description of Incident: .....

Participant 1: .....

Participant 2: .....

Participant 3: .....

Participant 4: .....

We have agreed the following:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Signed by participants:

.....  
.....  
.....  
.....

Date for follow up: .....