



Rosary Catholic Primary School

Our school values: LOVE, RESPECT, ASPIRATION, INCLUSIVITY, CURIOSITY

Mission Statement: We do our best, following in the footsteps of Jesus

Behaviour and Restorative Practice Policy

Approved by	Full Governing Board
Links to	Relationships & Sex Education Policy; PSHE Policy; Positive Physical Contact Policy; E-Safety Policy;
Review period	Annual November 2026

Should any member of staff at the school have any concerns about the well-being and safety of any other member of the school community, pupil, parent or staff, they are obliged to speak directly to the Headteacher/DSL, or a deputy DSL in her absence.

Our Aim

We want every child, family member, visitor and member of staff to feel seen, safe and valued. This policy sets out how we create a calm, caring environment where relationships come first and everyone can learn.

We know children thrive when adults are consistent, warm and fair. We also recognise that behaviour is communication, and some children need more support to learn how to regulate their emotions and manage tricky moments. This policy explains how we do that.

Our approach to behaviour and relationships works alongside our Anti-Bullying Policy, which provides further guidance on recognising and responding to bullying.

Printed copies of this document are available on request, from our school office.

Legal Framework

This policy is written in line with our duties under the School Standards and Framework Act 1998, the Education Act 2002, the Education and Inspections Act 2006, the Equality Act 2010 and all relevant Department for Education statutory guidance, including *Behaviour in Schools (2022)* and *Suspension and Permanent Exclusion (2023)*. These duties shape how we promote good behaviour, support emotional development, safeguard pupils and respond to serious incidents.

1. Our Rights

Everyone in our school has the right to:

- **Feel safe**
- **Learn without disruption**
- **Be treated with respect**

These rights guide our decisions and help us work together.

2. School Rules

Our rules were developed with pupils and set the tone for how we behave together:

- **Ready**
- **Respect**
- **Safe**

Children behave best when relationships feel secure. Staff use the following to notice and reinforce positive choices:

- Verbal praise
- Recognition boards
- Values Pebbles
- Golden Footstep
- House Points
- Weekly celebration awards

We keep praise authentic and specific so children learn exactly what they did well.

4. Restorative Practice

When behaviour causes upset or disruption, our focus is on learning and repair.

We use simple questions:

1. What happened?
2. What were you thinking or feeling?

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3. Who was affected and how?
4. What do you need to do to put things right or make things better?

The aim is for children to understand their impact, repair relationships and grow in empathy.

5. Levels of Support and Consequences

Most behaviour is managed through calm reminders and relationship-based strategies. Consequences are never used to punish but to support reflection and restore safety.

Level 1 – Everyday Classroom Support

Handled by teachers, support staff and lunchtime supervisors.

Strategies include:

- Non-verbal cues (eye contact, proximity)
- Anonymous reminders (“I need two more people ready to listen”)
- Quiet, private prompts
- Moving to a different learning space
- A brief restorative chat
- A simple repair action (e.g. apology, tidying, checking in with a peer)

Staff will always make reasonable adjustments for pupils with SEND or additional needs to help them meet expectations. This may include adapted instructions, increased processing time, sensory breaks or alternative ways to communicate how they feel.

Level 2 – When Behaviour Causes Ongoing Difficulty or Harm

Handled with support from the Senior Leadership Team.

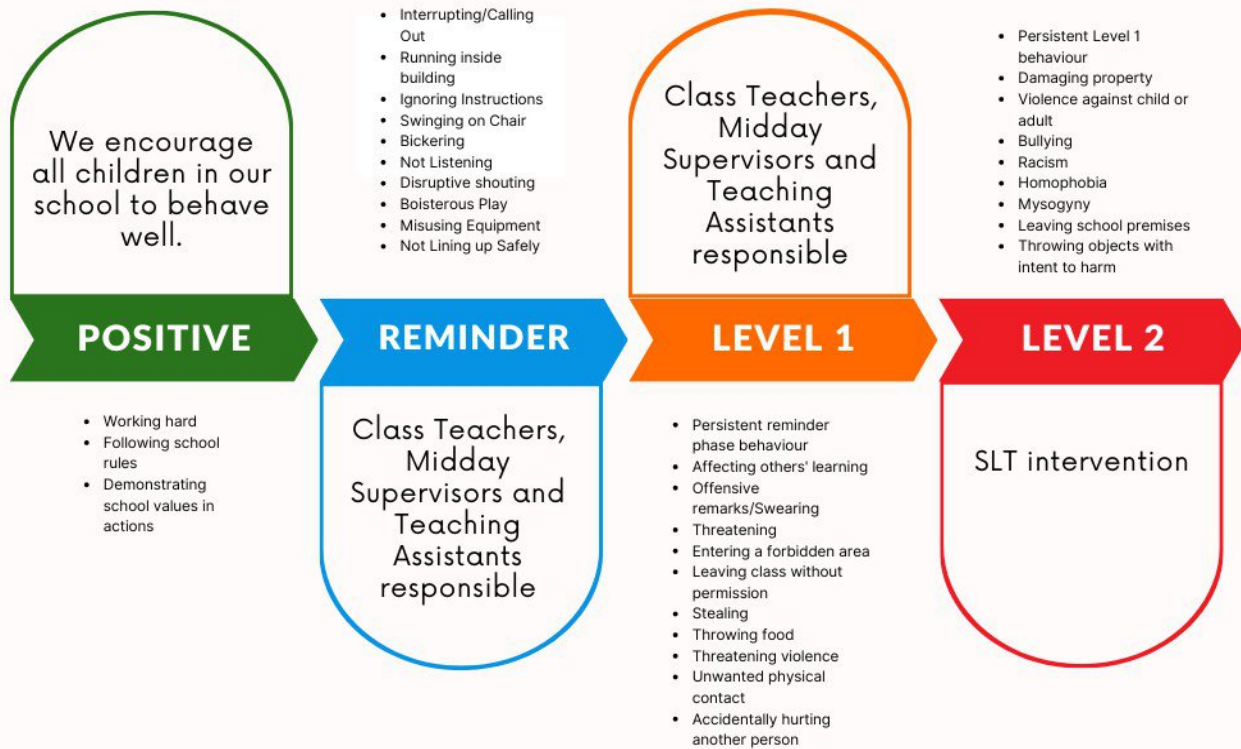
Actions may include:

- Restorative conversation with a senior leader
- A specific repair action linked to the behaviour
- Reflection Time during Golden Time
- Informing parents
- Temporary playtime / lunchtime restrictions
- Internal seclusion in rare cases
- Removal from representing the school if appropriate
- External fixed-term exclusion for serious incidents
- Support via Team Around the Child/Family or external agencies

Each consequence must be proportionate, linked to the incident and used as a learning opportunity.

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Behaviour Management



6. Trauma-Informed and Regulation-Focused Practice

We recognise that some children struggle to regulate emotions because of SEND, early experiences or additional needs.

Staff:

- Use co-regulation (calm tone, modelling breathing, offering space)
- Break down expectations into manageable steps
- Use predictable routines
- Offer movement breaks or sensory strategies where needed
- Work closely with families when behaviour needs extra support

We do not expect all children to "take ownership" at the same developmental stage. We meet them where they are.

7. Supporting Children With Additional Needs

If usual strategies are not helping, we take a graduated approach:

My Plan: Class teacher, SEN Manager and Pastoral Lead work with the family and child to identify needs and strategies.

My Plan Plus: Further assessment, close monitoring and more specific approaches. Outside professionals may be asked to support.

External support: Educational Psychologist, Advisory Teacher, CAMHS or paediatric input where

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appropriate.

Plans are reviewed regularly with families.

8. Bullying

Bullying is not tolerated. If bullying is reported or suspected, we:

- Record it on CPOMs
- Inform all parents involved
- Speak with each child individually
- Use a restorative approach to bring children together safely
- Put support in place and monitor closely

We use **STOP** to teach pupils about bullying:

Several Times On Purpose (what bullying is)

Start Telling Other People (what to do)

(Full details in Bullying Appendix 2.)

9. Exclusions

Exclusion is used only as a last resort when safety or learning is at risk. Only the Headteacher can exclude a pupil.

We follow all DfE guidance. Parents are informed immediately and given clear written information.

A reintegration meeting supports a positive return.

(Full details in Exclusion Appendix 1.)

10. Roles and Responsibilities

Staff:

- Model calm, respectful behaviour
- Build positive relationships
- Use restorative approaches
- Record serious incidents on CPOMs

Senior Leaders:

- Support staff with Level 2 incidents
- Lead restorative conversations when needed
- Ensure consistency across the school
- Senior leaders make sure staff receive training in behaviour, restorative practice, trauma-informed approaches and recognising early signs of bullying or distress.

Headteacher:

- Ensure policy is followed fairly
- Lead on serious incidents and exclusions
- Report to Governors

Governors:

- Review the policy
- Support the school's approach

Parents and Carers:

- Support behaviour expectations
- Communicate concerns promptly
- Use appropriate behaviour on school premises

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11. Adult Conduct on School Premises

Adults are expected to speak and behave respectfully towards pupils and staff.

Examples of inappropriate behaviour include:

- Aggressive or abusive language
- Threatening behaviour
- Discriminatory comments
- Physical aggression
- Online abuse or defamatory posts

The school may restrict access to the site if necessary to protect pupils and staff.

12. Social Media

We ask adults not to:

- Attempt to contact staff through personal social media accounts
- Post harmful or misleading content about the school, staff or pupils

Concerns should be raised directly with the school so they can be resolved.

13. Preventing and Managing Difficult Incidents

Staff are supported to recognise early signs of distress and use strategies to prevent escalation.

If an incident occurs:

1. The adult will be asked to move to a calmer space or leave the premises.
2. Serious incidents may lead to police involvement.
3. Concerns are recorded and followed up with a meeting.
4. Barring from the premises may be considered if behaviour continues or is severe.

14. Monitoring and Review

The Headteacher monitors behaviour patterns and ensures fairness and equity. Governors review the policy annually.

Our goal is always the same: a safe, kind, loving school where children learn how to repair, reflect and grow.

This policy should be read alongside Keeping Children Safe in Education. Any behaviour that raises a safeguarding concern is reported to the DSL and recorded on CPOMS.

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Appendix 1 - Exclusion

1. Why We Use Suspensions and Permanent Exclusions

We want every child to feel safe and able to learn. Very occasionally, a child's behaviour becomes so unsafe or disruptive that we need to remove them from school for a short period, or in the most serious cases, permanently.

We follow the Department for Education's statutory guidance *Suspension and Permanent Exclusion (2023)*.

We only use these measures when:

- There has been a serious breach, or repeated breaches, of the Behaviour Policy, and/or
- Allowing the child to remain in school would seriously harm the education or welfare of others.

2. Key Terms

Suspension – when a child is temporarily not allowed to attend school. This can be part of a day or full days. Parents may still know this as a “fixed-term exclusion”.

Permanent Exclusion (PEX) – when a child will not be returning to the school.

3. When a Suspension May Be Used

A suspension is considered only when behaviour is serious or ongoing. Examples include:

- Physical or verbal abuse
- Dangerous behaviour that puts people at risk
- Serious damage to property
- Bullying, harassment or discriminatory behaviour
- Repeated disruption after support has already been put in place

Suspensions are short and used only when absolutely necessary.

4. What Happens During a Suspension

- We provide work for the child to complete at home.
- The child must not be in a public place during school hours unless with a parent.
- Parents keep the child at home and supervise them.
- We arrange a reintegration meeting when the child returns.

5. What Happens in a Permanent Exclusion (PEX)

Permanent exclusion is very rare. It is considered only when:

- There have been long-term, serious behaviour concerns despite support, or
- A single incident is so serious that returning would not be safe.

In a PEX:

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- Parents are informed immediately by phone and in writing.
- The Local Authority (LA) takes responsibility for arranging full-time education from **Day 6**.
- Governors review the decision.
- Parents can request an Independent Review Panel if the Governors agree with the exclusion.

The school does **not** arrange education after Day 5 in a permanent exclusion. This is the Local Authority's legal duty.

6. Reintegration Meeting After a Suspension

When a child returns to school after a suspension, we meet with the child, parents and staff to:

- Reflect on what happened
- Repair relationships where needed
- Agree on support to help the child be successful

We aim to make this meeting supportive and positive.

7. How Governors Are Involved

Governors may need to review a suspension or exclusion when:

- It is a permanent exclusion
- Suspensions total more than **15 days in a term**
- The child would miss a public exam

Parents can also ask Governors to consider a suspension that totals **between 5 and 15 days** in a term.

8. Parents' Rights

Parents can:

- Share their views with Governors
- Attend a Governor meeting if required
- Request an Independent Review Panel for a permanent exclusion

We will always explain these rights clearly in writing.

9. Equalities and SEND

We take great care to:

- Look at underlying causes of behaviour
- Consider SEND, mental health, trauma or safeguarding needs
- Make reasonable adjustments wherever possible

Suspensions and exclusions are not used for behaviour that is clearly linked to a disability unless all reasonable adjustments have been considered.

10. Behaviour Outside School

The DfE allows schools to suspend or exclude for off-site behaviour when it has a serious impact on

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the school community. Examples include:

- Behaviour on school trips
- Behaviour travelling to or from school
- Serious online incidents involving pupils

11. Monitoring and Fairness

The Headteacher and Governors check patterns in suspensions and exclusions to make sure decisions are fair.

Exclusion is always the last resort. Our goal is to support children to repair, return and thrive whenever possible.

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