

ST MARY'S CE(A) FIRST SCHOOL BEHAVIOUR POLICY with Restorative Practice

*"Our Vision is to provide the best opportunities to become life-long learners.
Our Christian values rooted in the Good Samaritan recognise everyone is loved by God.
Our ethos is to show love and respect – to ourselves, each other and God's creation"*

Vision

We believe that the story of the Good Samaritan underpins our teaching and learning, providing the children with our school vision that kindness, care, thoughtfulness, love and respect are paramount for becoming resilient and successful adults. We actively promote positive and respectful behaviour which has compassion and forgiveness running through it and reflects the vision and ethos of our school.

We are proud of our school, and we believe that working with our children, families and wider school community using restorative practices, we will:

- *provide inspirational education in a nurturing environment where all children can learn and let others learn.*
- *treat each other with genuine respect, kindness and care for our school and everything in it.*
- *raise self- image and self-esteem by the use of positive verbal and non-verbal communication.*
- *provide a safe and secure environment for all.*
- *promote an environment where every child feels love and respect from adults and each other.*

Aims

- To ensure that St Mary's high expectations of behaviour are clearly and consistently communicated and modelled by all stakeholders.
- To ensure that children who uphold and maintain the high expectations of behaviour in our school are consistently acknowledged and rewarded.
- To ensure that challenging behaviours and conflict are dealt with restoratively and that everyone is held accountable for their behaviour.
- To continue to strengthen our school community by ensuring that all stakeholders (staff, children, families, governors, community) promote our school vision.
- To actively engage in our shared ethos that promotes positive interactions and relationships.
- To enable all stakeholders to consider themselves a member of our school community and recognise the part they play and the responsibility they have in making St Mary's a happy place for everyone.

Objectives

The objective of this policy is to outline the framework for the behaviour, attitudes, responsibilities and values expected of our whole school community and is underpinned by a Restorative Practice approach:

- building and strengthening community by promoting positive interactions and relationships.
- managing conflict by supporting individuals in taking responsibility for their actions.
- empathising with others, repairing and strengthening relationships at all levels.
- empowering children and staff to be the best they can be.

Roles & Responsibilities

All Staff

All staff are expected to be positive role models, as outlined in the Teachers' Standards. All staff should ensure that they:

- * Engage fully in restorative practice techniques and use pre-emptive restorative strategies before following the Reflective Pathway.
- * Reflect on their own handling and management of a situation and ensure restorative conversations take place.
- * Use the restorative language and conversation consistently, in all situations.
- * Have time with a child to promote conversations about maintaining positive behaviour, using restorative language.
- * Discuss actions/consequences with the child and will share with parents via Class Dojo.
- * Share incidents which have required the Reflective Pathway, with a member of the senior leadership team.

- * Use CPoms to log serious behaviour incidents and concerns, which are requiring specific strategies and a reflective pathway.
- * Work directly with individual children, when appropriate, in a supportive and restorative capacity to help them to co-regulate. They will help them to turn their behaviour around or prevent it escalating to a crisis point.

Head Teacher

It is the responsibility of the Head Teacher to:

- * Communicate incidents which have required support beyond the Positive Behaviour Support Plan with parents and carers.
- * Ensure actions and consequences are recorded on CPoms and patterns of behaviour are explored.
- * Ensure this policy and practice is implemented effectively by all staff and to monitor effectiveness across school.
- * Promote good communication with the SENCo to ensure that the needs of any children experiencing social and emotional difficulties are effectively met.
- * Provide regular opportunities for professional conversations between staff about behaviour and behaviour strategies.
- * Discuss any issues or matters concerning individual children and liaising with parents/carers when necessary.
- * Ensure school is a calm, safe and supportive environment for all children and staff by making appropriate decisions regarding fixed term suspension or exclusion. A fixed term suspension is used as a clear signal that unacceptable behaviour will not be tolerated. The decision to exclude a pupil permanently will be taken in response to a serious or persistent breach of this policy or when a pupil in school seriously harms the education and welfare of that pupil, and/or other children and staff. *(In very extreme cases of inappropriate or dangerous behaviour, the Head Teacher may take the decision to suspend a child for a fixed term period or on a permanent basis. In such cases, a meeting with parents/carers will be necessary and the Chair of Governors will be informed. The school adheres to the Staffordshire Local Authority guidelines and procedures on fixed term suspension, and the school will follow the DfE document, "Suspensions and Permanent Exclusion Guidance 2024".*

Senior Leadership Team

It is the responsibility of the senior leadership team to:

- * Ensure the staff members in their team fulfil their responsibilities in relation to behaviour management and restorative practice and model the behaviour management strategies to a standard they expect.
- * Support and mentor their staff to ensure that high standards of positive behaviour and restorative conversations are being met.

Parents & Carers

In accepting a place for their child at St Mary's, parents and carers are expected to:

- * Support the school in the implementation of this policy and work with staff and their child to make sure that the child receives consistent messages about boundaries and acceptable behaviour.

Safeguarding

Safeguarding

Staff are aware that any changes in a child's behaviour may be considered a safeguarding concern (eg a sign of possible abuse or neglect) and if staff are concerned, they must share the concern with the Designated Safeguarding Team and the concern logged on CPOMS.

Behaviour Incidents

St Mary's follows procedures to log, track and monitor all incidents affecting a child's wellbeing. CPOMS is a system which is monitored by the Designated Safeguarding Team, Head Teacher and SENCo. It is a secure platform used to record concerns, actions and impact, pertaining to the welfare of individual children. Chronology of incidents and related actions can be shared with relevant staff and patterns of behaviour can be seen and discussed with parents/carers.

Anti-Bullying

St Mary's takes incidents of bullying seriously and the process and procedure for dealing with incidents of bullying can be found in the Anti-Bullying policy. Staff will deal with these incidents in a restorative way with those causing harm and those who have been harmed. They will support them to take responsibility for their actions and make amends to those harmed.

Restorative Practice

Definition

Restorative Practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

Restorative Practice - How does it work everyday?

At St Mary's First School:

- * All adults are expected to promote good behaviour by using rewards and affective language consistently - praising children and affirming the behaviours they want to see - both in the classroom and on the playground.
- * Staff will focus on positives, helping to clarify expectations and raise self-esteem.
- * Staff will address potentially disruptive behaviour in the first instance; adults will use restorative language to make clear what is unacceptable and what you would like the child to do instead. If the child responds positively to this, they are thanked and praised at the next opportunity. Staff will follow the 100% model to ensure consistency within their classroom and within school.
- * Positive and negative dojo points and pre-emptive strategies will be used to support behaviour management.
- * Staff will understand any antecedent triggers and will operate distraction strategies and supporting activities which will help children to manage their own behaviour.

Rewards at St Mary's consist of many of the following:

- * Verbal praise, smiles, thumbs up, applause
- * Stickers, stars, smiley faces
- * Dojo points on class dojo for achievement and behaviour
- * Fantastic Friday club - children recognised for high standards of behaviour
- * Pudsey award for positive whole class recognition
- * Golden time for children who have met the appropriate behaviour standards all week.
- * A wide selection of dojo achievement rewards are available for children to choose when they have achieved.

Each classroom has a display which shows:

- * class agreements
- * class dojo information - both fixed and online.

The aim is for children to be proud of their behaviour and to gain at least 20 dojos each week (which they can redeem for Golden Time). Children will have the opportunity to engage in restorative conversation to repair and rebuild, if needed.

Whilst having high expectations of behaviour, we acknowledge that there will be times when some children demonstrate behaviour which is unacceptable. Through the consistent use of restorative practice strategies, we believe that most children will be able to modify any unacceptable behaviour if, we ourselves, are excellent role models, giving clear guidelines and boundaries, backed up by a fair and consistent system of rewards and sanctions that are underpinned by restorative philosophy.

Should there be any signs of unacceptable behaviour emerging in the classroom or on the playground, staff should use **pre-emptive strategies** to deter any escalation in the behaviour.

How to use behaviour support to encourage a dysregulated child:

A.C.T - Acknowledge, Calm, Two Choices - to support a child going into the classroom

- Wait with the child until they are regulated and do not leave them alone. "I know that you wanted to....I am here for you when you are ready" (Acknowledge & Calm)
- "Are you ready for the classroom, or do you need the den" (Two Choices) (KS1 or KS2 Den as appropriate)
- If they choose the classroom, support a staged transition in - quiet corridor, short activity in the Den, then into the classroom.
- This time has no limits - the next steps will happen when the child is ready.
- There will be a box of work/calming activities in the Den. iPads are not used for self regulation.
- Tell the child we are supporting them to regulate their emotions, and get back on track. (Behaviour Support rota is now active)
- Calming/co-regulation techniques used by staff - "I'm here to help when you are ready", "Would you like to choose something from the calming basket yet?" Wait a few minutes, in a comfortable silence, before asking the questions again. In some circumstances, talking and distraction questioning can be calming and help a child to refocus their thought processes. However, staff will be guided by the child's needs and the teacher's guidance (as they know the child best).

If the behaviour escalates and the child is struggling to regulate:

- call for support from the designated second adult.
- The co-regulation may take longer than is expected, as all children are different.
- If the child becomes physical, the second adult will support. If the child uses physical assault, the school will follow the procedure (see additional section, "Physical Assault")

A.C.T - Acknowledge, Calm, Two Choices - to support a child to leave the classroom, to ensure the class can continue learning

- Acknowledge: "I know that you are finding it hard; I am here to help you" (Acknowledge & Calm)
- "Do you need me to sit with you, or do you need to have your Calming Basket to help you regulate" (Two Choices) - repeat calmly as necessary.
- If behaviour escalates, "Are we going to work in the KS2 Den, or are you going to have your basket?"

If the behaviour is now affecting the learning of others (crisis point):

- If the behaviour is physical - screaming, shouting, throwing things, kicking furniture etc - it may be safer for the class to leave the room and the additional adult will stay to support the child (Teacher's discretion as to which adult stays in the classroom).
- If the child is able to leave the classroom safely, they will be taken to the Den to regulate and complete their work with an adult. (Behaviour Support rota may be needed)
- There will be a box of learning/calming activities in the Den. iPads are not used for self regulation.
- Tell the child we are supporting them to regulate their emotions, and get back on track.
- Calming/co-regulation techniques used by staff - "I'm here to help when you are ready", "Would you like to choose something from the calming basket yet?" Wait a few minutes, in a comfortable silence, before asking the questions again. In some circumstances, talking and distraction questioning can be calming and help a child to refocus their thought process. However, staff will be guided by the child's needs and the teacher's guidance (as they know the child best).

Once regulated:

- The child will be supported to complete their work to get back on track and be ready for the next lesson.
- The child will stay in the KS2 Den until the end of that lesson. After that, the child acknowledges what should have happened, and apologise to those involved if appropriate. They may then return to their class.
- Physical Intervention will only be used as a last resort in the event of safety of the child or others.
- If the child becomes physical, the second adult will support. If the child uses physical assault, the school will follow the procedure (see additional section, "Physical Assault")

If a child is repeatedly visiting the Den, arrangements could be made to work in a different setting within school, at the teacher's discretion. The Head Teacher will be informed if a child is regularly visiting the Den, and behaviour is not improving, and a meeting will be arranged with parents/carers.

If unacceptable behaviours become a daily concern and consistent behaviour strategies are not working, then the Positive Behaviour Support Plans will be followed. This will be discussed with HT/SENCo and a personalised plan will be made. Parents will be part of this discussion.

In order to minimise disruption to the learning of others, distraction strategies will be used to support children with additional needs (SEMH). This is not a sanction, but an opportunity for specific children to self-regulate and behaviours to de-escalate, by using a box of ready prepared activities. These will be structured in the mornings to contain English/Maths games and activities, and sensory resources and more choice led activities in the afternoons. Fiddle tools, which have been recommended by specialists, will be used at the discretion of the teacher, and will be provided by school and will be age-appropriate.

When learning is adapted to meet children's additional needs, it becomes more accessible to them - creating opportunities for them to maintain learning at their level, be independent and be more engaged within the classroom, which is less disruptive to their learning and the learning of others.

Incident procedure:

* -1 dojo = teacher will talk to the child, after lots of reminders, and parents will be aware of this -1 loss on Class Dojo.

* -2 dojos = teacher will talk to the children about behaviour and continue to remind, parents will have an increased awareness through -2 loss on Class Dojo.

*-3 dojos = message via Class Dojo about the incident = record incident on CPoms.

*-4 dojos = phone call to parents about the seriousness of the incident = record incident on Cpoms

Physical Assault

St Mary's First School is committed to providing a safe and secure environment for all children, staff and visitors. **Physical assault, violence, or any form of aggressive behaviour is never acceptable and will not be tolerated under any circumstances.** This includes physical harm or the threat of physical harm directed towards another child, member of staff or any other person on the school premises or during school activities. While we recognise that some children may have additional needs, disabilities or behavioural difficulties which may affect their ability to regulate their actions, such needs do not excuse or justify acts of physical assault. In such cases, the school will take a balanced and proportionate approach, ensuring that:

*The safety and wellbeing of all individuals are prioritised.

*Appropriate support and reasonable adjustments are considered in line with the Equality Act 2010;

*Any incidents are responded to in accordance with statutory guidance and the school's safeguarding and disciplinary procedures.

All incidents of physical assault will be investigated, recorded and followed up in line with this policy and relevant legislation.

Fixed Term Suspensions

All incidents of physical assault will result in a fixed term suspension. The length of the suspension will depend on the seriousness of the incidents and the individual circumstances, and the Head Teacher will consider:

*The level of harm and/or risk to others

*What support is needed to help the pupil make positive changes

*The child's understanding and intent

*Complex, additional needs and communication barriers

Children who seriously or persistently breach the Behaviour Policy and/or seriously harm the education, welfare or safety of pupils and staff in school, are at risk of suspension or exclusion.

School will work with the child, parents/carers and external professions to plan a safe and supportive return to school, which may include a reintegration meeting and an updated support/behaviour plan.

The school will follow the DfE document, "Suspensions and Permanent Exclusion Guidance 2024".

New, revised policy created November 2025 by the Senior Leadership Team

Agreed by Governors - November 2025

Next Review - November 2026