Kirtlington
C.E. School

Restorative Practice and Behaviour Policy

Reviewed and approved by: FGB

Policy Reviewed: December 2025

Future Review: December 2026

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1. Context

At Kirtlington CE Primary school, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. 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 and we expect everyone to respect others, their families, culture, and beliefs, as part of the exceptionally high standards of behaviour that we have at our schools.

We believe that 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. It is our role 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.

Our Christian Vision

We love our neighbour just as Jesus Christ loves us…

Our school is a safe place where all children, adults and the wider community are valued and embrace the difference in one another. Children become successful, resilient learners, who, through an emphasis on well-being and spirituality, reach their full potential, guided by the example of the Good Samaritan (Luke 10.25 ff). They become courageous advocates in society, using kindness and forgiveness to do the right thing with understanding, tolerance and love.

Our vision is based on the parable of the Good Samaritan, which teaches us to love our neighbour as ourselves and to understand what this means and how it helps us to live our lives today.

2. Restorative Practice (RP)

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 own behaviour.

The Restorative framework is based upon ‘knowing the effect that I have on others. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused. The five restorative questions are listed below.

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

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

3. The Restorative Approach

Building a positive community, including rules and high expectations.
The ethos of the school 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 class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to.

Children 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 not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

4. Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and 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 in celebration assembly
- awarding children learning stickers
- house points
- dojos
- whole class rewards
- Friday learner certificates
- Writer of the week certificates
- Head Teacher's award

Classes have their own reward schemes based on House Points and Dojos that reflects the age and needs of their children, which reinforce the school's focus on positive affirmation of good learning behaviours:

Houses

All children are placed in one of four school houses when they first join the school - Ruby, Sapphire, Diamond and Emerald. A house point scheme is in place - linking positive behaviour and actions to rewards for child's own house. Ownership, belonging and pride are key factors in the success of using house points as a tool to promote positive attitudes to classroom learning and the whole-school community. Each week in celebration assembly the winning House for the week is celebrated. At the end of each half-term, the House with the most points chooses a reward.

Rowan Class (Nursery and Reception)

Rowan Class has a jar for each house where gem stones are placed when a child receives a house point.

Key Stage 1 and 2 (Years 1 - 6)

Key Stage 1 and 2 use the *Dojo* reward system (an online classroom management system). If a child demonstrates that they have shown the school values and/or positive learning behaviours, they are rewarded with a dojo point. At the end of the week, the dojo points are added up and converted into house points.

5. Responsibilities of Parents and Carers

We believe that children achieve best when there is a partnership between home and school, and this 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 agree. 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
- The Parents' Consultations Evenings also provides 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

6. Wider School Environment

The playground

In our school, we do not distinguish between the authority of one adult to another, regardless of role. Children are expected to respect the authority of any adults on duty in the same way that 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, are being bullied or harassed.

The adults on duty are responsible for ensuring that children are actively engaged in play, that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

Corridors

Children are expected to always walk quietly around the building (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Collective Worship

Staff and children are expected to enter and leave the worship calmly and quietly and sit quietly during worship showing respect for the adult or children delivering it. Children and adults should be keen to participate and contribute to any interactive parts of a worship in a positive and respectful manner. 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 and 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 of the adults in charge. They should be taught to maintain good manners at the table and enjoy polite conversations giving due consideration to the level of noise. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Classroom monitor jobs
- House group captains
- Year 6 buddies
- Librarians

7. Roles and Responsibilities of the Senior Leadership Team

It is the responsibility of all members of the Senior Leadership Team (SLT) to ensure that the staff fulfil their responsibilities in relation to behaviour management and restorative practice. Each class-based member of the SLT must ensure that they model the behaviour management strategies to a standard that they expect from their team members. It is also expected that SLT staff will challenge colleagues (in a supportive and constructive way) if they feel that the high standards of behaviour management expected at Kirtlington CE Primary are not being met.

Roles and Responsibilities of Staff (all)

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 themselves. We strive to avoid:

- shouting – it diminishes us
- blanket punishment – this is unjust towards the innocent

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

- they use pre-emptive restorative strategies before the formal stage
- engage fully in restorative practice techniques
- reflect on their own handling/management of a situation and make amends if needed
- use the step guidelines consistently
- supervise children during sanction times as stated above
- inform DSL(s) about intended communication with parents about inappropriate behaviour
- refer immediately to the DSL(s) if a child's behaviour points to possible abuse or neglect

The Governing Board

The Governing Board, or assigned committee, is responsible for approving this policy. The Governing Board, or assigned committee, will also review this Behaviour Policy for its effectiveness, holding the headteacher to account for its implementation.

8. Dealing with unacceptable behaviour

A variety of low-level intervention strategies are used initially, such as distraction, clear non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If inappropriate behaviour persists, then the choices are presented to the child to help teach children that they are responsible for their own behaviour.

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ corrective interventions for unacceptable behaviour to enforce the school rules, and to ensure a safe and positive learning environment. We operate a hierarchy of corrective interventions.

Steps to follow:

1. Quiet and Private Reminder - when a child makes an inappropriate behaviour choice, they will be given a quiet and private reminder by the member of staff; reinforcing positive expectations.

2. Caution - if the child continues to demonstrate unacceptable behaviour, a clear verbal caution is given (privately), making the child aware of their behaviour and the consequences if they continue, for example working separately.

The teacher may use a range of positive strategies to support the child to re-engage in learning or support them with the rule they are finding difficult e.g. distract them, direct the support of another adult.

3. Consequence – if despite a caution, the child continues to behave in an unacceptable manner, or the behaviour is at a level which needs an immediate consequence for example physical or prejudiced behaviour, the staff member may impose a sanction. This may include having to work separately from the group, missing a portion of playtime, missing class reward time, or in extreme circumstances, being directed to a senior member of staff or the headteacher.

4. Restorative conversation – If the child is calm, a repair/restorative conversation takes place between the adult and the child focusing on 'repair' and 'putting it right'. The following question prompts are used by the adult:

1. What happened?
2. What were you feeling/ thinking?
3. Which school value were you not demonstrating?
4. Who else has been affected?
5. How have they been affected?
6. How did this make them feel?
7. What should we do to put things right?
8. How can we do things differently in the future?

The restorative conversation may include other children who were part of the incident, where appropriate.

Repeated or serious behaviours

Behaviour incidents that are at a level of needing consequence and restorative conversations will be recorded on CPOMS. Senior Leaders review behaviour records regularly. If a pupil has repeated or serious behaviour incidents then an Individual Behaviour Plan may be implemented. Individual Behaviour Plans are drawn up in a meeting between the Headteacher and parents. If the Individual Behaviour Plan fails to have a desired impact the school will seek the support of external agencies.

9. Safeguarding

Staff are aware that any changes in a child's behaviour may be a sign of abuse or neglect. If staff think this may be the case, then their concerns must be logged on CPOMS and a discussion held with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSLs). Additionally, identifying and discussing children of concern is a standing order and on the agenda for each staff meeting.

Behaviour Incidents and Safeguarding

The school has systems and procedures to log, track and monitor all incidents affecting a child's well-being. We use the Child Protection Online Monitoring System (CPOMS) system which is regularly monitored by SLT. It is a secure platform used to record concerns, actions and impact of actions and links all categories pertaining to the welfare of individual children. Staff can communicate via this platform ensuring that everyone concerned is kept up to date and aware of the chronology of incidents and related actions. Key staff can see patterns of behaviour and cross-reference to any other concerns that are logged and use this information to take the appropriate action. This is also reflected in the use of recording sheets for Restorative Practice – where the child's behaviours and needs are registered to help build a picture of the wider context.

When should behaviour incidents be logged?

The child's class teacher should log the following incidents if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses. These behaviours must always be reported to parents/carers. The method used is up to the discretion of the class teacher (phone call/ in person) and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

10. Anti-Bullying

The school takes incidents of bullying very seriously and the process and procedure for dealing with incidences of bullying can be found in the separate Anti-Bullying Policy. Staff members will deal with incidents of bullying in a restorative not punitive way with those causing harm taking responsibility for their actions and making amends to those harmed. Staff members are aware that children who are perpetrators of bullying and/or victims of bullying can also be victims of abuse or neglect. If any incidents of bullying point to possible abuse of neglect staff will refer to the DSL.

11. Keeping Classrooms Safe - Physical Intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations. We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

Under very exceptional circumstances, physical intervention may be required to manage a child's risky behaviour or aggression where their behaviour is physically endangering themselves, other children, adults, or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion. Any incidents of physical restraint or intervention will be logged by staff on CPOMS and reported directly to parents. The headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Individual Handling Policies

An individual handling policy will be written for children whose challenging behaviour frequently requires restraint in line with the local authority guidelines.

12. An Inclusive Approach to Managing Pupil Behaviour

As a school we recognise each child as an individual and as such, there will be a small number of children who have specific individual needs for whom this policy is not wholly appropriate. In such cases, class teachers who know your children well will exercise their professional judgement in order to manage pupils' behaviour in line with their needs and stage of development.

13. Monitoring and review

1. The impact of this policy will be reviewed by the Governing Board
2. The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
3. The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.