



# SSMJ Behaviour Policy 2026-2027

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

**Policy Created By:** Zoe Mabbott

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**Responsible Leader:** Headteacher and Senior Leadership Team

**Approved by:** Governing Board St Michael & St John's RC Primary School

## **1. Context**

St Michael and St John's RC Primary School is a community rooted in love, dignity and respect. Every child is recognised as a unique and precious individual, created in the image of God. Our mission is to nurture children so they feel safe, valued, respected and inspired to learn and flourish, knowing that they belong and matter.

As a Catholic school, every member of our community is recognised as a unique individual created in the image and likeness of God.

We believe that positive behaviour grows from strong relationships, predictable routines, high expectations and consistent support from adults who respond with empathy, curiosity and consistency. Children thrive when they feel understood, when their emotions are acknowledged, and when they are supported to learn new skills over time.

Our behaviour policy reflects:

- our Catholic values
- our trauma-informed practice
- our commitment to inclusion
- our belief that behaviour is a form of communication
- our responsibility to help children learn how to regulate, repair and restore

We work in partnership with families, parish and community to ensure every child is supported to be the best they can be.

## **2. Principles and Aims**

We believe that:

- Every child can learn and demonstrate positive behaviour.
- Behaviour is a form of communication.
- High expectations and high levels of support should exist together.
- Relationships are fundamental to successful learning and behaviour.
- Children learn best when they feel safe, understood and connected.

- Positive behaviour is most effectively developed through partnership between home, school and parish.
- Consequences should be fair, proportionate, restorative and educational.
- SEND, attachment difficulties, adverse childhood experiences and trauma do not excuse harmful behaviour but help adults understand how best to support children.

Our behaviour policy aims to:

- Create a calm, safe and joyful school where children feel secure and ready to learn.
- Build strong, trusting relationships between children, staff and families.
- Support children to understand their feelings and develop lifelong self-regulation skills.
- Promote kindness, respect, courage, unity and aspiration — our SSMJ values.
- Ensure consistency of approach across school, rooted in trauma-informed practice.
- Provide clear, fair boundaries that help children feel safe.
- Celebrate positive behaviour and effort at every level.
- Respond to difficulties with curiosity, compassion and restorative practice.
- Work collaboratively with parents and carers to support children's needs.

### 3. Our Trauma-Informed Approach

Every adult at SSMJ is trained in trauma-informed practice. This means:

- **Relationships come first.** Children learn best when they feel safe with the adults around them.
- **We respond with empathy.** Even when behaviour is challenging, we stay calm, warm and consistent.
- **We ask "What has happened to you?" not "What's wrong with you?"**
- **We recognise individual needs.** Children's experiences shape their responses; we adapt accordingly.
- **We use restorative conversations.** Children are supported to reflect, repair and reconnect.

- **We work with families.** Understanding a child's story helps us support them effectively.
- **We teach regulation skills.** Through Zones of Regulation, mindfulness, sensory strategies, learning mentor sessions and therapeutic language.

Our approach is inclusive, child-centred and rooted in dignity. Every child has the right to feel safe, heard and supported.

#### **4. Our School Rules**

- Respect God, yourself, others and property.
- Be kind, polite and honest.
- Work hard and try your best.
- Listen carefully and keep everyone safe.

We encourage "kind hands, kind words, kind feet" throughout school.

#### **Rights of Every Child and Adult**

Everyone in our school community has the right to:

- Feel safe
- Feel valued and understood
- Learn and teach without unnecessary interruption
- Be treated with dignity and respect
- Have their achievements recognised
- Be listened to
- Feel supported
- Have a trusted adult to talk to
- Be treated fairly
- Know that they matter

#### **5. Responsibilities**

##### **Staff and Governors**

All adults at SSMJ commit to:

- Modelling kindness, respect and emotional regulation.
- Creating a positive, predictable and nurturing environment.
- Responding to behaviour with curiosity, not judgement.
- Using restorative approaches consistently.
- Celebrating difference and promoting inclusion.
- Supporting children's SEMH and SEND needs.
- Ensuring high-quality teaching that engages and motivates.
- Maintaining clear routines that help children feel safe.
- Communicating openly with parents and carers.
- Ensuring no child goes unnoticed.

## **Children**

Children are supported to:

- Keep themselves and others safe.
- Engage in restorative conversations.
- Try their best without distracting others.
- Show the SSMJ values.
- Treat others with courtesy and respect.
- Take responsibility for their actions and belongings.
- Build trusting relationships with adults.
- Be positive role models.

## **Parents and Carers Responsibilities**

Parents and carers have a vital role in supporting positive behaviour and emotional wellbeing.

Parents and carers are expected to:

- Support their child in living out our school values of Aspiration, Love, Respect, Courage and Unity.
- Support the school's Behaviour Policy, Home-School Agreement, Attendance Policy and Safeguarding Policy.
- Work in partnership with the school using a compassionate, trauma-informed approach.
- Promote respect for school staff, pupils and other families.

- Inform the school promptly of any circumstances that may affect their child's learning, wellbeing or behaviour.
- Attend meetings arranged to discuss their child's progress, attendance or behaviour.
- Engage positively with support plans and reasonable adjustments put in place.
- Support their child in accepting responsibility for their actions and repairing any harm caused.
- Support school investigations by allowing staff sufficient time to investigate incidents thoroughly before conclusions are reached.
- Communicate respectfully with school staff.
- Use social media responsibly and not publish comments, images or information that may harm the reputation, dignity, privacy or wellbeing of pupils, staff or families.

The school values positive partnerships with parents and carers and recognises that collaborative working is the most effective way to support children to succeed.

## **6. Promoting Self-Regulation**

We teach children that all feelings are valid — and that emotions can be managed safely. Whilst all feelings are accepted and respected, not all behaviours are acceptable. Children are supported to express emotions safely and appropriately.

Through **Zones of Regulation**, children learn:

- What each zone represents
- How to identify their own feelings
- What triggers move them out of the green zone
- How to recognise others' emotions
- Strategies to return to calm and readiness
- The difference between expected and unexpected behaviour
- How their actions affect others

Each classroom has a Zones Board where children can share how they are feeling. Staff respond with supportive strategies such as:

- A quiet chat
- A regulating job or movement break
- Mindfulness or breathing exercises
- A short quiet activity
- Time with a learning mentor

## **7. Trauma Informed and Attachment Aware Practice**

As an attachment-aware and trauma-informed school, St Michael and St John's recognises that children's experiences can influence their emotional regulation, behaviour and ability to learn.

The school follows evidence-informed practice which recognises that behaviour is communication.

Adults seek to understand:

- What has happened to this child?
- What is this child communicating?
- What support is required?
- How can we help this child regulate?

Staff aim to:

**Connect before correct**

and

**Regulate before reason**

Where a child becomes distressed or dysregulated, staff will seek to:

1. Ensure safety.
2. Co-regulate emotions.
3. Support regulation.
4. Facilitate reflection.
5. Repair relationships.

6. Return the child to learning.

Children are most likely to learn from incidents when they feel calm, safe and emotionally available to reflect.

## **8. De-escalation**

When a child becomes dysregulated, adults:

- Stay calm and grounded ("a dysregulated adult cannot regulate a dysregulated child").
- Validate the child's feelings ("I can see you're frustrated — did I get that right?").
- Offer choices to regain control ("Would fresh air or a quiet space help right now?").
- Use soothing strategies such as breathing, sensory tools or movement.
- Prioritise safety and connection.

There is no single script — de-escalation is responsive, relational and personalised.

## **9. Routines**

Predictable routines help children feel safe. At SSMJ:

- Every child is warmly greeted each morning.
- Every child is acknowledged at the end of the day.
- Children line up calmly and enter classrooms ready to learn.
- Clear expectations for answering questions and moving around school are taught.
- Resources are organised consistently.
- The "Right Hand Up" signal is used across school.
- Children with additional needs have personalised routines supported by staff.

## **10. Praise and Positive Rewards**

We believe that genuine connection and recognition matter more than stickers — but both have their place.

Adults frequently notice and name positive behaviour:

- "I noticed how kind you were to..."
- "Thank you — that was thoughtful."
- "I can see you tried really hard."
- "You listened beautifully."

Rewards include:

- Non-verbal praise (smiles, thumbs up, high-fives)
- Caritas Award
- Sharing work with staff or peers
- Stickers, certificates, star charts
- Celebration Assembly awards
- Headteacher Awards
- Top Table
- Dojo points
- House points
- Jar of Joy
- Class-specific rewards
- Bronze, Silver, Gold and Platinum badges

## **11. EYFS**

In EYFS, behaviour is taught through modelling, play, stories and discussion.

Staff:

- Use simple prompts ("kind hands, kind feet, kind words").
- Reinforce rules gently and consistently.
- Acknowledge effort and developing skills.
- Support children to talk about feelings.
- Use flexible approaches tailored to each child.
- Treat every moment as a learning opportunity.

## **12. Lunchtime Behaviour**

Lunchtime follows the same expectations as the rest of the day. Welfare staff are respected and supported.

Rewards include:

- Verbal praise
- Stickers
- Extra responsibilities
- Top Table
- House points

Sanctions include:

- Reminders
- Distraction/diversion
- Time out
- Removal from games
- Referral to class teacher or SLT

### **13. Logical Consequences (Sanctions)**

Consequences are always:

- Proportionate
- Linked to the behaviour
- Delivered calmly
- Focused on learning, not punishment
- Rooted in dignity and respect

We criticise the behaviour, not the child.

#### **Examples of supportive responses**

- Non-verbal cues
- Gentle verbal reminders
- 1:1 conversations
- Movement breaks
- Zones check-ins
- Time out with an adult
- Reflection and Repair Sheets

- Restorative conversations
- Repairing harm (e.g., apology, tidying, replacing)
- Referral to senior staff for serious incidents
- Internal suspension

## **14. Levels of Behaviour**

### **Low-Level Behaviour**

Examples may include:

- Calling out.
- Running indoors.
- Pushing in line.
- Low-level disruption.
- Poor effort.
- Not following instructions promptly.

### **Moderate Behaviour**

Examples may include:

- Persistent disruption to learning.
- Repeated refusal to follow instructions.
- Unkind behaviour.
- Lying.
- Deliberate damage to property.
- Deliberately upsetting others.

### **Serious Behaviour**

Examples may include:

- Physical assault.
- Serious verbal abuse.
- Significant damage to property.
- Threatening behaviour.

- Leaving the school site without permission.
- Child-on-child abuse.
- Discriminatory behaviour.
- Behaviour that places others at risk.

## **15. Restorative Practice**

Following incidents, pupils will be supported to understand the impact of their behaviour and repair relationships where appropriate.

Restorative conversations may include questions such as:

- What happened?
- What were you thinking at the time?
- What were you feeling?
- Who has been affected?
- How can we put things right?
- What will you do differently next time?

Restorative practice supports accountability and responsibility whilst maintaining the dignity of all involved.

Restoration complements consequences and does not replace them. While sanctions may be necessary, pupils will also be supported to repair harm, rebuild relationships and learn from their experiences.

## **16. Internal Reflection Placement**

An Internal Reflection Placement may be used when behaviour is sufficiently serious to require temporary removal from the usual classroom environment but does not meet the threshold for a formal suspension.

An Internal Reflection Placement may be considered for:

- Serious disruption to learning.
- Aggressive behaviour.
- Bullying.

- Serious defiance.
- Discriminatory behaviour.
- Repeated serious breaches of the Behaviour Policy.
- Behaviour that places others at risk.

An Internal Reflection Placement will:

- Be authorised by a member of the Senior Leadership Team.
- Be proportionate and time-limited.
- Include access to learning.
- Include opportunities for reflection and restorative work.
- Be recorded on CPOMS.
- Be communicated to parents on the same day.

The use of Internal Reflection Placements will be monitored regularly by the Headteacher to ensure fairness, consistency and proportionality.

The use of an Internal Reflection Placement will not be used as an informal exclusion and pupils will continue to receive suitable supervision and access to education.

Internal Reflection Placements are not formal suspensions and will not be recorded as suspensions on a pupil's educational record

## **17. Suspension (Fixed-Term Suspension)**

The Headteacher has the legal authority to suspend a pupil for a fixed period in response to a serious breach, or persistent breaches, of the school's Behaviour Policy where allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others within the school community.

Suspension will only be used after careful consideration of:

- The seriousness of the incident.
- The impact on the safety and welfare of pupils and staff.
- Any safeguarding concerns.
- The pupil's age and stage of development.

- Any SEND, disability, SEMH needs or vulnerabilities.
- Any reasonable adjustments required under the Equality Act 2010.
- Previous support and interventions provided.

Examples of behaviour that may result in suspension include:

- Serious physical assault.
- Violence towards pupils or staff.
- Serious bullying.
- Racist, discriminatory or hate-related incidents.
- Child-on-child abuse.
- Possession of prohibited items.
- Serious or repeated defiance.
- Behaviour that places others at significant risk.

### **During Suspension**

The school will:

- Inform parents without delay.
- Explain the reasons for the suspension.
- Inform parents of their right to make representations.
- Inform governors and the Local Authority where required.
- Provide suitable work for the pupil.

Parents are responsible for ensuring that their child is not present in a public place during school hours during the first five school days of a suspension unless there is reasonable justification.

### **18. Permanent Exclusion**

Permanent exclusion is a serious sanction and will only be considered:

- As a last resort.
- In response to a serious breach of the Behaviour Policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Examples may include:

- Serious violence.
- Possession of a weapon.
- Serious sexual violence.
- Supply of illegal drugs.
- Repeated serious incidents where extensive support and intervention have failed to secure improvement.

The Headteacher will consider all relevant evidence before reaching a decision and will comply with:

- The Education Act 2002.
- Equality Act 2010.
- SEND Code of Practice.
- Current DfE Suspension and Permanent Exclusion Guidance.
- Relevant safeguarding legislation.

Parents will be informed of:

- The reasons for the exclusion.
- Their right to make representations.
- The role of the Governing Board.
- The right to request an Independent Review Panel where applicable.

## **19. Reintegration Meetings**

Following:

- An Internal Reflection Placement.
- A Suspension.
- Repeated serious incidents.
- Significant safeguarding concerns.

A reintegration meeting will normally take place.

The purpose of the meeting is to:

- Restore relationships.
- Identify triggers and barriers.
- Review support needs.
- Consider reasonable adjustments.
- Agree clear expectations moving forward.
- Support the child in successfully returning to learning.

The emphasis will always be on helping the child to succeed.

Where behaviour becomes persistent or escalates, staff will consider whether unmet SEND needs, SEMH needs, attachment difficulties, safeguarding concerns or other vulnerabilities may be contributing factors. Appropriate support and early intervention will be considered before behaviour becomes entrenched.

## **20. Off Site Behaviour**

The school may apply sanctions where a pupil's behaviour outside school has caused harm, could harm the reputation of the school, constitutes a criminal offence, or poses a threat to another member of the school community. This includes behaviour online. The school reserves the right to search pupils and confiscate prohibited items in accordance with DfE Searching, Screening and Confiscation Guidance.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vaping products
- Fireworks
- Pornographic images

- Any article likely to be used to commit an offence or cause injury

## **21. Equality and Protected Characteristics**

Discriminatory behaviour, language, bullying or harassment will not be tolerated.

This includes discrimination related to:

- Race
- Religion or belief
- Disability
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

Such incidents will be:

- Investigated promptly.
- Recorded appropriately.
- Addressed through restorative and disciplinary measures where appropriate.
- Reported to governors and external agencies where required.

## **22. Vulnerable Groups**

The school recognises that some pupils may have increased vulnerability due to SEND, SEMH needs, looked-after status, previously looked-after status, bereavement, domestic abuse, adverse childhood experiences, caring responsibilities or other factors. Staff will take appropriate account of these vulnerabilities when considering support, consequences and reasonable adjustments.

## **23. Child-on-Child Abuse**

All child-on-child abuse concerns will be managed in line with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

We have a zero-tolerance approach to child-on-child abuse. Staff challenge inappropriate behaviour and never dismiss harmful actions as "banter".

We respond robustly to:

- Bullying
- Physical harm
- Sexual harassment or violence
- Online abuse
- Discriminatory behaviour
- Hazing or initiation rituals

We recognise increased vulnerability for children with SEND and LGBTQ+ children (and those perceived to be). All reports are taken seriously, handled sensitively and recorded.

## **24. Behaviour, SEND and Reasonable Adjustments**

The school recognises its duties under:

- The Equality Act 2010.
- The SEND Code of Practice (2015).
- Behaviour in Schools (DfE).
- Keeping Children Safe in Education (current version).

Some children may require reasonable adjustments because of:

SEND

Autism

ADHD

Speech language and communication needs

SEMH needs

Medical conditions  
Attachment difficulties  
Trauma or adverse childhood experiences  
Reasonable adjustments may include:  
Visual timetables  
Individual regulation plans  
Sensory or movement breaks  
Alternative methods of communication.  
Additional processing time  
Safe spaces  
Enhanced supervision  
Modified transitions  
Adapted behaviour support approach.

Reasonable adjustments do not lower expectations. They ensure that barriers to learning and behaviour are reduced so that pupils can successfully meet those expectations.

## **25. Positive Handling and Reasonable Force**

St Michael and St John's RC Primary School is committed to creating a safe, calm and nurturing environment where all members of the school community are treated with dignity and respect.

The school does not use force as a punishment and does not use techniques intended to cause pain, humiliation or degradation.

In exceptional circumstances, staff may need to use **reasonable force** to prevent a pupil from:

- Hurting themselves.
- Hurting another pupil or adult.
- Causing serious damage to property.
- Causing serious disorder.
- Committing a criminal offence.

- Prejudicing the maintenance of good order and discipline within the school.

Any use of reasonable force will:

- Be lawful, proportionate and reasonable.
- Be used only as a last resort when other strategies have been unsuccessful or are inappropriate in the circumstances.
- Be the minimum force necessary for the shortest possible time.
- Be carried out by trained staff where possible.
- Take account of the individual needs, age, understanding, SEND needs and vulnerabilities of the pupil.
- Be recorded promptly and reported to the Headteacher or a member of the Senior Leadership Team.
- Be communicated to parents or carers as soon as reasonably practicable.

The school is committed to using de-escalation, relationship-based approaches and trauma-informed practice wherever possible. Positive handling strategies are intended to keep people safe and are never used as a punishment.

Where patterns of behaviour indicate an increased risk of physical intervention being required, the school may develop an individual risk assessment and behaviour support plan in partnership with parents, carers and relevant professionals.

The school follows current Department for Education guidance regarding the use of reasonable force and positive handling in schools and maintains appropriate records of any incidents involving physical intervention.

## **26. Recording**

Staff use CPOMS to record incidents, ensuring patterns and needs are identified. Think Sheets include the child's voice and are uploaded.

## **27. Mobile phones and smart devices.**

Children should not use mobile phones, smart watches or similar communication devices during the school day unless authorised by the headteacher.

Unauthorised use may result in confiscation in accordance with DFE guidance.

The school accept no responsibility for loss or damage to devices brought onto site.

Mobile phones brought into school must be switched off and handed to staff or stored in accordance with school procedures.

## **28. Parental Contact**

We prioritise positive communication with families. When concerns arise:

- Parents are invited to discuss support strategies.
- SENCo involvement is offered where needed.
- Behaviour Support Plans may be created.
- External agencies may be involved.
- In exceptional circumstances, suspension or exclusion procedures may be considered.

## **29. Monitoring and Evaluation**

The Headteacher will provide governors with anonymised termly reports including:

- Behaviour incidents.
- Internal Reflection Placements.
- Suspensions.
- Permanent exclusions.
- Bullying incidents.
- Discriminatory incidents.

- Child-on-child abuse incidents.
- Behaviour trends, including for vulnerable groups such as pupils with SEND, disadvantaged pupils and those with SEMH needs.

Governors will monitor whether behaviour systems are:

- Fair.
- Inclusive.
- Proportionate.
- Consistent.
- Effective.
- Aligned with the school's Catholic mission and values.

### **30. Links with Other Policies**

- Online Safety
- Anti-Bullying
- SEN
- Safeguarding
- Acceptable Use of Technology
- Racial Incidents

### **31. Policy Monitoring and Review**

This policy will be reviewed annually by the Headteacher and Governing Board, or sooner following changes to legislation, statutory guidance or identified school need.

### **32. Legal Framework**

This policy has been developed with reference to:

- Education Act 2002.
- Education and Inspections Act 2006.
- Equality Act 2010.

- Children Act 1989 and 2004.
- Keeping Children Safe in Education (current version).
- SEND Code of Practice 2015.
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE).
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE).
- Working Together to Safeguard Children.
- Searching, Screening and Confiscation Advice for Schools (DfE).

Appendices:

**Appendix 1:** Classroom Rules

**Appendix 2:** Behaviour Flowchart for Staff

**Appendix 3:** Restorative Questions

**Appendix 4:** Reflection and Repair Sheet

**Appendix 5:** Home-School Agreement

**Appendix 6:** Zones of Regulation Overview

**Appendix 7:** Reasonable Adjustment Examples

**Appendix 8:** Internal Reflection Placement Procedure

## Appendix 1: Classroom Rules

1   
One Voice

      
I can stay in my seat

       
I can drink water when my teacher is

   
not teaching

      
I can start my work straight away

     
I can do as I am asked

      
I can put up my hand

## Appendix 2: Behaviour Flowchart for Staff

Following the example of Jesus, together we learn, love and respect one another so that every child can flourish.

### CONNECT BEFORE CORRECT

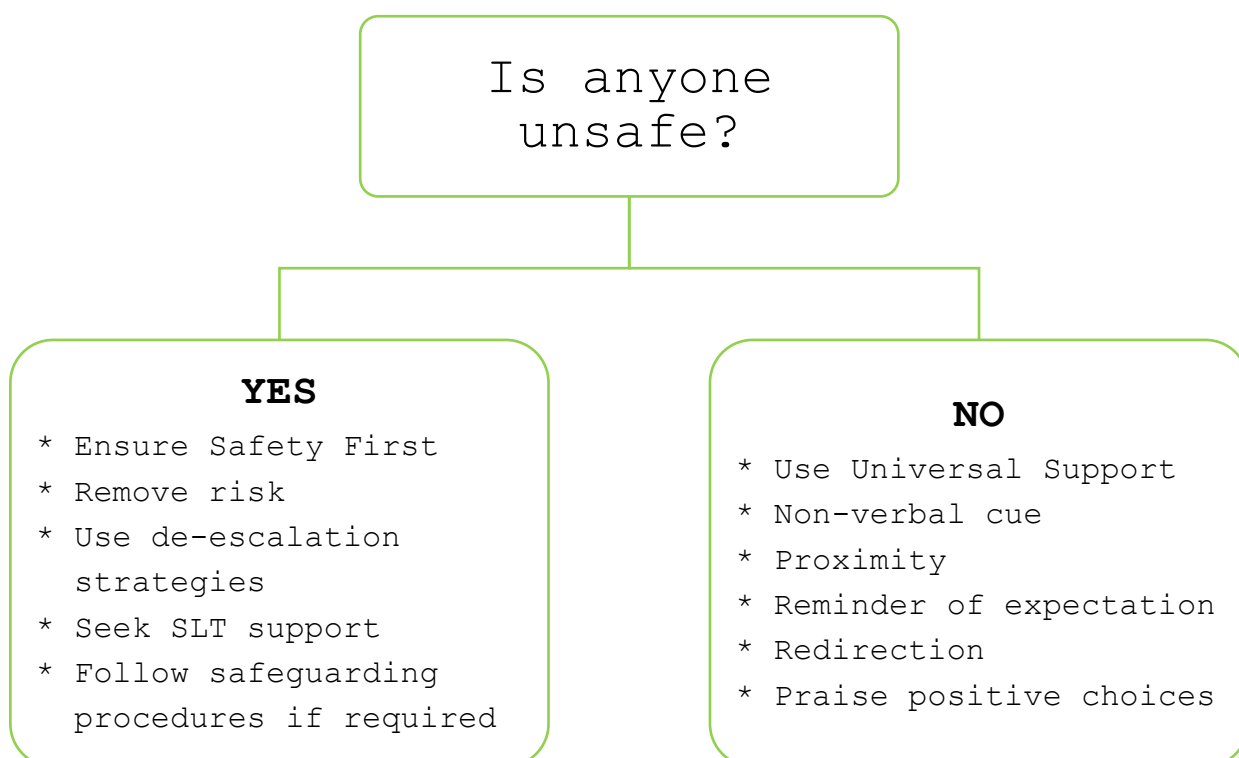
#### Behaviour Occurs

- ✓ Stay calm
- ✓ Use a relational approach
- ✓ "What is the child communicating?"
- ✓ Consider SEND, SEMH, trauma, attachment needs

#### Remember:

Regulate Before Reason

Connect Before Correct



## Stage 1 Low Level Behaviour

Examples:

Calling out

Low-level disruption

Running indoors

Poor effort

Not following instructions

### Staff Response

- ✓ Reminder
- ✓ Redirection
- ✓ Zones check-in
- ✓ Regulation strategy
- ✓ Praise when corrected

**YES**

Returning to Learning

**NO**

**Refer to STAGE 2**

## **Stage 2 Repeated / Moderate Behaviour**

Examples:

Persistent disruption

Repeated refusal

Unkind behaviour

Deliberately upsetting others

Damage to property

### **Staff Response**

- ✓ Restorative conversation
- ✓ Reflection & Repair Sheet
- ✓ Parent informed where appropriate
- ✓ CPOMS if pattern emerging
- ✓ Consider Learning Mentor / SENCo support

**YES**

Returning to Learning

**NO**

**Refer to STAGE 3**

## **Stage 3 Serious Behaviour / Significant Concern**

Examples:

Physical aggression

Serious verbal abuse

Threatening behaviour

Child-on-child abuse

Discriminatory behaviour

Behaviour placing others at risk

### **Immediate Actions**

- ✓ Inform SLT immediately
- ✓ Ensure safety
- ✓ Record on CPOMS
- ✓ Parent contact

### **SLT Decision**

#### **Support**

- \* Behaviour Support Plan
- \* SENCo involvement
- \* SEMH support
- \* Reasonable adjustments

#### **Reflection Placement**

- \* Access to learning
- \* Reflection and restorative work
- \* Parent informed
- \* Recorded on CPOMS

#### **Suspension / Exclusion**

- \* Headteacher decision

# **RESTORE • REPAIR • REINTEGRATE**

## **Reintegration Meeting (where appropriate)**

- ✓ Restore relationships
- ✓ Identify triggers
- ✓ Review support needs
- ✓ Agree next steps
- ✓ Support successful return to learning

## **At Every Stage**

- ♥ Maintain dignity and respect
- ♥ Behaviour is communication
- ♥ Consider SEND and reasonable adjustments
- ♥ Use restorative practice
- ♥ Work in partnership with parents
- ♥ Focus on learning, repair and growth

## **SSMJ Values**

**Aspiration • Love • Respect • Courage • Unity**

## **Staff Reminder**

Every interaction is an opportunity to build connection, teach self-regulation and help a child flourish.

## **Appendix 3: Restorative Questions**

**Following the example of Jesus, together we learn, love and respect one another so that every child can flourish.**

### **Purpose**

At SSMJ, restorative conversations are used to help children:

- Understand the impact of their behaviour.
- Take responsibility for their actions.
- Repair harm caused to others.
- Rebuild positive relationships.
- Develop self-awareness and emotional regulation.
- Learn strategies for future success.

Restorative conversations should always take place when the child is calm and emotionally regulated. Staff should focus on understanding, learning and repairing rather than blame or punishment.

### **Staff Principles**

Before beginning a restorative conversation, remember:

#### **Connect Before Correct**

Children are more likely to reflect honestly when they feel safe, respected and listened to.

#### **Regulate Before Reason**

A child who is distressed, angry or dysregulated is unlikely to learn from a conversation.

## **Seek to Understand**

Ask:

"What is the child communicating through this behaviour?"

rather than

"How do I stop this behaviour?"

## **Maintain Dignity**

We challenge behaviour, never the child.

## **Step 1: Establish Safety and Connection**

Begin with a calm and supportive approach.

Examples:

- "Let's find somewhere quiet to talk."
- "I'm here to help."
- "Take your time."
- "I want to understand what happened."
- "You're not in trouble. Let's work through this together."

Avoid:

- Public questioning.
- Accusatory language.
- Raised voices.
- Rushing the conversation.

## **Step 2: Explore What Happened**

### **Questions**

- Can you tell me what happened?
- What was happening just before this?

- What were you thinking at the time?
- What were you trying to achieve?
- What made the situation difficult?
- Is there anything else I need to understand?

### **Staff Reminder**

Listen carefully without interrupting.

The aim is understanding, not immediate judgement.

### **Step 3: Explore Feelings**

#### **Questions**

- How were you feeling at the time?
- What emotions were you experiencing?
- How do you feel about it now?
- What was the hardest part for you?
- Did anything make you feel worried, frustrated or upset?

#### **Trauma-Informed Prompts**

- "That sounds difficult."
- "I can understand why you felt that way."
- "Thank you for being honest."

### **Step 4: Consider the Impact**

#### **Questions**

- Who has been affected by what happened?
- How do you think they felt?
- What impact has this had on your classmates?
- What impact has this had on staff?

- How has it affected you?

Children often need support to understand consequences for others.

Adults may need to gently guide this reflection.

## **Step 5: Taking Responsibility**

### **Questions**

- Looking back, what might you have done differently?
- Was there another choice you could have made?
- What have you learned from this?
- What could help you next time?
- What support do you need from adults?

Focus on growth, not guilt.

## **Step 6: Repairing Harm**

### **Questions**

- What needs to happen now?
- How can we put things right?
- Is there anyone you need to speak to?
- Is there anything that needs fixing, replacing or tidying?
- How can we repair the relationship?

Examples of repair may include:

- Verbal apology
- Written apology
- Helping someone affected
- Repairing damaged property
- Completing a Reflection and Repair Sheet

- Demonstrating positive actions over time

## **Step 7: Moving Forward**

### **Questions**

- What will you do if this happens again?
- What strategy could help?
- Who could support you?
- What is your next positive step?
- How can we help you to be successful?

End positively whenever possible.

Example:

"Thank you for talking honestly. Tomorrow is a fresh start and we'll work together to help you succeed."

### **Questions for a Child Who Has Been Harmed**

Where appropriate, staff may ask:

- What happened from your perspective?
- How did this make you feel?
- What has been the hardest part?
- What do you need now?
- What would help put things right?
- What would help you feel safe moving forward?

The child's wishes should be considered before any restorative meeting takes place.

## Questions for Witnesses

- What did you see or hear?
- What were your thoughts at the time?
- Has this affected you in any way?
- What do you think needs to happen next?
- How can we help everyone move forward positively?

## Useful Restorative Language

| Instead of              | Try                                              |
|-------------------------|--------------------------------------------------|
| Why did you do that?    | Help me understand what happened.                |
| What's wrong with you?  | What was making things difficult for you?        |
| Stop being rude.        | I can see you're upset. Let's talk about it.     |
| You should know better. | Let's think about a better choice for next time. |
| That's unacceptable.    | Let's work out how we can put this right.        |

## SSMJ Restorative Conversation Framework

### CONNECT

*"I'm here to help. Tell me what happened."*

↓

### UNDERSTAND

*"What were you thinking and feeling?"*

↓

### REFLECT

*"Who has been affected and how?"*

↓

## **REPAIR**

*"What can we do to put things right?"*



## **RESTORE**

*"What will help you be successful next time?"*

### **Staff Reflection Prompt**

After a significant incident, staff should also consider:

- Were any unmet needs evident?
- Were appropriate reasonable adjustments in place?
- Could SEND, SEMH or attachment needs have been a factor?
- Are further supports required?
- Does the child need a behaviour support plan or additional intervention?

### **SSMJ Reminder**

Every behaviour incident is an opportunity to strengthen relationships, build responsibility, develop self-regulation and help children flourish within our Catholic community.

## Appendix 4: Reflection and Repair Sheet

### Reflection and Repair Sheet

Following the example of Jesus, together we learn, love and respect one another so that every child can flourish.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Adult Supporting: \_\_\_\_\_

#### 1. What happened?

→ Use words or a picture to explain what happened.

#### 3. What was making things difficult for me? → Write or draw.

#### 4. Who was affected by my actions?

☐ Me



☐ Another child



☐ My Class



☐ A member of staff



Other \_\_\_\_\_

How were they affected?

#### 2. How was I feeling?

☐ Happy



☐ Excited



☐ Worried



☐ Angry



☐ Sad



☐ Frustrated



☐ Embarrassed



☐ Nervous



☐ Confused



Other \_\_\_\_\_

#### 5. What could I have done differently?

→ Think about a better choice you could make next time.

## 6. How can I repair the harm?

☐ Say sorry 

☐ Repair or tidy something 

☐ Write a note or letter 

☐ Show kindness 

☐ Help someone 

☐ Complete my work 

Other:

## 7. My repair action:

## 8. My plan for next time. When I feel upset, worried or frustrated, I can:

☐ Take deep breaths 

☐ Talk to an adult 

☐ Use my regulation tools 

☐ Take a movement break 

☐ Use a calm space 

☐ Ask for help 

☐ Count to 10 

Other: \_\_\_\_\_

## 9. My next positive step:

## 10. My Reflection

One thing I learned from this situation is:

### Child Signature

I have talked about what happened and thought about how to make things right.

Signed: \_\_\_\_\_

## 11. Adult Reflection

Key discussion points:

Agreed support or next steps:

Adult Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## SSMJ Reminder

♥ Everyone makes mistakes.      ♥ We can learn from our choices.

♥ We can repair harm.      ♥ Tomorrow is a new day.

**"Connect before correct. Regulate before reason. Restore before moving forward."**

## Appendix 5: Home-School Agreement

### St Michael & St John's Catholic Primary School Home-School Agreement

#### *Working together in faith for every child*

At St Michael & St John's, the school, home and parish work in partnership to support every child's spiritual, moral, social and academic development. Each child is recognised as a unique individual, created in the image of God the Father, Son and Holy Spirit.

Rooted in our Catholic mission and guided by our values of **aspirations, love, respect, courage and unity**, we commit to a fully inclusive and trauma-informed approach. We recognise that children thrive when they feel safe, understood and valued, and when adults work together with compassion and consistency.

Our Mission Statement guides all that we do: **Following the example of Jesus, together we learn to love and respect one another to be the best we can be.**

A strong partnership between school and families is essential. Together, we create a safe, nurturing and supportive environment where children learn to take responsibility for their choices, understand their emotions, and grow in confidence and resilience.

#### **The School Will:**

- Provide a Catholic education rooted in the values of **Love, Joy, Peace, Patience, Kindness, Faithfulness, Gentleness, Self-Control and Goodness**, helping children reflect on their behaviour through *WWJD - What Would Jesus Do?*
- Create a welcoming, caring and inclusive environment where every child feels **safe, seen, secure and supported**, recognising that behaviour is a form of communication.
- Use trauma-informed practices that prioritise relationships, emotional safety, predictability and connection.
- Ensure each child is supported to achieve their full potential as a cherished member of our school community.
- Deliver a broad, balanced and creative curriculum that meets the needs of all learners, including those with additional needs.
- Celebrate children's achievements, personal growth and acts of kindness.
- Promote positive attitudes, high standards of behaviour and strong relationships built on **respect, courage and unity**.
- Support children's spiritual, moral, social and cultural development, encouraging fairness, honesty, cooperation, self-respect, motivation and independence.
- Communicate clearly with parents about school matters, children's progress and any concerns, using language that is supportive, respectful and solution-focused.
- Be open, approachable and supportive, offering guidance to families whenever needed.
- Provide meaningful opportunities for parents to engage with school life.
- Contact parents promptly regarding attendance, punctuality or any other concerns.
- Uphold the reputation, dignity and privacy of staff, pupils and families, including expectations around responsible use of social media.

- Offer a range of extra-curricular opportunities to enrich children's experiences.
- Ensure smooth transitions as children move through school and prepare for the next stage of their education.

**Signature(s):** \_\_\_\_\_

#### **Parents/Carers Will:**

- Support their child in living out the Catholic values of **Love, Joy, Peace, Patience, Kindness, Faithfulness, Gentleness, Self-Control and Goodness**, and help them reflect on their choices using WWJD.
- Work in partnership with the school to promote a trauma-informed, compassionate approach to behaviour, recognising the importance of emotional safety and connection.
- Ensure their child attends school regularly and punctually.
- Contact school on the first morning of any absence and provide written confirmation of the reason.
- Ensure their child wears the correct uniform and brings the necessary equipment, clearly labelled.
- Inform school of any concerns or circumstances that may affect their child's learning, behaviour or wellbeing, trusting that the school will respond with care and confidentiality.
- Support the school's policies, guidelines and expectations, including behaviour, safeguarding and inclusion.
- Encourage their child with homework and seek advice from the class teacher when needed.
- Attend parents' meetings and discussions about their child's progress and school life.
- Use social media responsibly and respectfully, protecting the reputation and privacy of staff, pupils and families.
- Follow all school health and safety guidance when on the premises.

**Signature(s):** \_\_\_\_\_

#### **The Pupil Will:**

- Try to live out the Catholic values of **Love, Joy, Peace, Patience, Kindness, Faithfulness, Gentleness, Self-Control and Goodness**, and think WWJD when making choices.
- Show **love and respect** by being kind, honest and polite.
- Use **courage** to try new things, ask for help and keep going when learning feels tricky.
- Help keep myself and others safe in work and play.
- Always try my best with my learning at school and at home.
- Listen carefully and follow instructions.
- Be a good friend, look after others and help everyone feel included.

- Help keep our school tidy and free from litter.
- Respect God, all adults and all children.
- Respect the school environment, my belongings and other people's property.
- Ask for help whenever I need it or if I am worried about something, knowing adults will listen and support me.

**Child's Name (written by child):** \_\_\_\_\_

## Appendix 6: Zones of Regulation Overview

In school we use 'Zones of Regulation'. This is a resource used to support children with self-regulation and acknowledging feeling any emotion is ok, but we need to move our emotions back to a place where learning can take place. The learning takes place through lessons and provides children with the resources to move themselves back into the 'green zone' where the most effective learning can take place. This is defined as 'Emotional Coaching'.

### Zones of Regulation Learning Objectives:

- What the four zones are and which emotions belong to each zone.
- How to identify which zone you are in.
- What triggers are cause you to move out of the **green** zone.
- How to recognise what zone others are in.
- Strategies to move back to the **green zone** from **yellow**, **blue**, or **red**
- Expected behaviour vs unexpected behaviour
- Size of the problem.
- How your actions affect what zone other people are in



As part of the 'Zones of Regulation' all classes have a 'Zones Board'. Each child is encouraged to place their photo/name on the colour square they are currently on. This will be done on entry to the classroom so adults and other children are aware of how children in the classroom are feeling. As adults and children acknowledge the different zones, strategies to use may be suggested by staff and children which may include:

- A chat with a peer or adult about what has brought them to that zone and how we can get back to green zone.
- A child doing a 'job' to give them time to think about what has brought them to that zone.

- A five-minute quiet reading/activity time to help them think and to bring them back to the green zone.
- A few minutes' meditation session where they concentrate on their breathing and bringing themselves back to the green zone.

## **Appendix 7: Reasonable Adjustment Examples**

### **Supporting Positive Behaviour Through Inclusion**

The school recognises its duties under the Equality Act 2010, the SEND Code of Practice (2015) and current DfE Behaviour in Schools Guidance.

Reasonable adjustments may be required for some pupils to help them access learning, regulate emotions and successfully meet school expectations.

Reasonable adjustments:

- ✓ Reduce barriers to learning and behaviour
- ✓ Support inclusion and participation
- ✓ Help pupils experience success
- ✓ Do not lower expectations of behaviour
- ✓ Should be proportionate to need
- ✓ Are reviewed regularly

### **Staff Guidance**

When considering behaviour concerns, staff should ask:

**Could the child be experiencing:**

- Communication difficulties?
- Sensory overload?
- Anxiety?
- Autism-related needs?
- ADHD-related needs?
- Attachment difficulties?
- Trauma-related responses?
- SEMH needs?
- Medical needs?
- Processing difficulties?
- Safeguarding concerns?

If so, reasonable adjustments may need to be considered alongside behaviour responses.

## **Examples of Reasonable Adjustments**

### **Communication and Language Needs**

Examples may include:

- ✓ Simplified instructions
- ✓ One instruction at a time
- ✓ Visual timetables
- ✓ Visual prompts and cue cards
- ✓ Check understanding regularly
- ✓ Additional processing time
- ✓ Alternative ways to respond
- ✓ Pre-teaching vocabulary
- ✓ Use of social stories
- ✓ Support with conflict resolution conversations

### **Autism Spectrum Condition (ASC)**

Examples may include:

- ✓ Now and next boards
- ✓ Predictable routines
- ✓ Advanced warning of changes
- ✓ Visual schedules
- ✓ Reduced sensory stimulation
- ✓ Individual workstation
- ✓ Alternative transitions
- ✓ Quiet spaces
- ✓ Safe adult check-ins
- ✓ Individual regulation plans
- ✓ Use of special interests to support engagement

- ✓ Adapted restorative conversations

## **ADHD**

Examples may include:

- ✓ Movement breaks
- ✓ Flexible seating
- ✓ Sensory equipment
- ✓ Chunked learning tasks
- ✓ Visual reminders
- ✓ Use of timers
- ✓ Opportunities for physical activity
- ✓ Frequent praise and encouragement
- ✓ Reduced waiting times
- ✓ Self-monitoring tools
- ✓ Access to regulation resources

## **Sensory Processing Needs**

Examples may include:

- ✓ Sensory circuits
- ✓ Ear defenders
- ✓ Calm corners
- ✓ Weighted equipment where appropriate
- ✓ Alternative seating
- ✓ Reduced visual distractions
- ✓ Sensory movement breaks
- ✓ Alternative lunch arrangements
- ✓ Planned sensory regulation opportunities

## **Anxiety and SEMH Needs**

Examples may include:

- ✓ Trusted adult support
- ✓ Emotional check-ins
- ✓ Safe space access
- ✓ Reduced audience during difficult conversations
- ✓ Worry boxes
- ✓ Regulation plans
- ✓ Flexible transition arrangements
- ✓ Emotional literacy support
- ✓ Unstructured time support
- ✓ Reduced pressure approaches during periods of high anxiety
- ✓ Time to regulate before restorative conversations

## **Attachment and Trauma-Related Needs**

Examples may include:

- ✓ Consistent key adults
- ✓ Relational approaches
- ✓ Daily check-ins
- ✓ Predictable routines
- ✓ Safe exits and regulation spaces
- ✓ Nurture-based interventions
- ✓ Regulation before discussion
- ✓ Restorative support
- ✓ Flexible transition support
- ✓ Co-regulation strategies
- ✓ Additional reassurance during periods of stress

## **Physical Disability or Medical Needs**

Examples may include:

- ✓ Additional movement opportunities
- ✓ Adapted seating
- ✓ Accessible classrooms
- ✓ Adjusted playground arrangements
- ✓ Additional time for movement between activities
- ✓ Medical support plans
- ✓ Adapted PE participation
- ✓ Personal care arrangements where required

## **Social Interaction Difficulties**

Examples may include:

- ✓ Structured social opportunities
- ✓ Friendship groups
- ✓ Adult-facilitated play
- ✓ Peer mentoring
- ✓ Social skills programmes
- ✓ Supported conflict resolution
- ✓ Supervised group activities
- ✓ Visual supports for social expectations

## **Behaviour Adjustments That May Be Appropriate**

When agreed through support plans and professional advice, staff may consider:

- ✓ Alternative methods of recording
- ✓ Adapted reflection sheets
- ✓ Shorter restorative conversations
- ✓ Adult-supported reflections

- ✓ Alternative sanctions where appropriate
- ✓ Additional support before consequences
- ✓ Additional opportunities for regulation
- ✓ Increased positive reinforcement
- ✓ Flexible entry and exit routines
- ✓ Adapted behaviour support plans

### **Reasonable Adjustments Are NOT**

- ✗ Ignoring harmful behaviour
- ✗ Removing accountability
- ✗ Having no boundaries
- ✗ Different expectations of safety
- ✗ Excusing bullying, violence or discrimination
- ✗ Reducing ambitions for a child

### **Staff Reflection Checklist**

Before deciding on a consequence, ask:

- ☐ Have I considered SEND needs?
- ☐ Have I considered SEMH needs?
- ☐ Have I considered attachment or trauma-related factors?
- ☐ Have I allowed processing time?
- ☐ Have appropriate supports been offered?
- ☐ Have reasonable adjustments been implemented consistently?
- ☐ Does the child require additional assessment or support?
- ☐ Should the SENCo be consulted?
- ☐ Is a Behaviour Support Plan required?

## **SSMJ Commitment**

We maintain high expectations for every child whilst recognising that some children require additional support, scaffolding and reasonable adjustments to achieve success. By removing barriers rather than lowering expectations, we enable all children to flourish within our Catholic community.

## Appendix 8: Internal Reflection Placement Procedure

Following the example of Jesus, together we learn, love and respect one another so that every child can flourish.

### Purpose

An **Internal Reflection Placement (IRP)** is a supportive behaviour intervention used when a pupil's behaviour is sufficiently serious to require temporary removal from their usual classroom environment but does not meet the threshold for a formal suspension.

The purpose of an Internal Reflection Placement is to:

- Maintain the safety and wellbeing of the school community.
- Protect learning for all pupils.
- Enable reflection and restoration.
- Support pupils to make positive future choices.
- Provide an opportunity for targeted intervention and support.
- Reintegrate pupils successfully into school life.

An Internal Reflection Placement is **not a punishment**, but a structured opportunity for reflection, learning and support.

### Key Principles

At SSMJ:

- ✓ Dignity is maintained at all times.
- ✓ Reflection is educational, not punitive.
- ✓ The child continues to access learning.
- ✓ The child remains fully supervised.
- ✓ The child's voice is heard.
- ✓ Restorative practice remains central.
- ✓ SEND, SEMH, attachment and trauma-informed considerations are taken into account.
- ✓ Reasonable adjustments are considered and applied where appropriate.

## **When an Internal Reflection Placement May Be Used**

An Internal Reflection Placement may be considered following:

### **Serious Disruption**

- Repeated disruption significantly affecting learning.
- Persistent refusal to follow reasonable instructions.
- Serious defiance.

### **Aggressive Behaviour**

- Physical aggression towards others.
- Aggressive verbal behaviour.
- Behaviour causing significant distress to others.

### **Harmful Behaviour**

- Bullying.
- Child-on-child abuse.
- Discriminatory language or behaviour.
- Deliberate and significant damage to property.

### **Safety Concerns**

- Behaviour placing others at risk.
- Dangerous behaviour.
- Repeated serious breaches of the Behaviour Policy.

## **Decision-Making Process**

### **Step 1: Incident Occurs**

The member of staff:

- Ensures immediate safety.
- Uses de-escalation strategies.
- Seeks support from SLT where necessary.
- Records initial information.

### **Step 2: Investigation**

A member of SLT will:

- Gather information from relevant adults.
- Speak to pupils involved.
- Consider context and circumstances.
- Consider any safeguarding concerns.
- Consider any SEND, SEMH, medical, communication or vulnerability factors.
- Consider any reasonable adjustments.

### **Step 3: Decision**

The decision to place a child in Internal Reflection must be authorised by:

**Headteacher or Member of the Senior Leadership Team**

The decision must be proportionate, reasonable and appropriate.

### **During the Internal Reflection Placement**

The pupil will:

#### **Continue Learning**

- Complete appropriate curriculum work.
- Remain engaged in education.
- Receive support where required.

#### **Complete Reflection Activities**

These may include:

- Reflection and Repair Sheet.
- Restorative conversations.
- Behaviour reflection activities.
- Supported discussions with staff.

#### **Receive Appropriate Support**

Where needed:

- Emotional regulation support.
- Learning mentor support.
- SENCo support.
- Trauma-informed support.

- Behaviour coaching.

## **Staff Responsibilities**

The supervising adult will:

- ✓ Maintain a calm and supportive approach.
- ✓ Ensure appropriate work is completed.
- ✓ Support reflection and regulation.
- ✓ Facilitate restorative conversations.
- ✓ Record relevant information.
- ✓ Communicate concerns to SLT.

The placement should never leave a child feeling isolated, shamed or humiliated.

## **Parent Communication**

Parents or carers will normally be informed on the same day.

Communication will include:

- The reason for the Internal Reflection Placement.
- The support provided.
- Any restorative actions completed.
- Next steps.

The school's aim is to work in partnership with parents to support positive outcomes.

## **Recording Requirements**

The following must be recorded on CPOMS:

- ✓ Nature of incident
- ✓ Investigation outcomes
- ✓ Support provided
- ✓ Reflection activities completed
- ✓ Parent communication

- ✓ Agreed next steps
- ✓ Any safeguarding concerns
- ✓ Any reasonable adjustments considered

## **Reintegration Process**

Following an Internal Reflection Placement, a reintegration discussion will normally take place.

This may involve:

- The pupil.
- Parent/carer (where appropriate).
- Class teacher.
- SENCo (where appropriate).
- Senior Leader.

The purpose is to:

## **Restore Relationships**

- Rebuild trust.
- Repair any harm.

## **Identify Triggers**

- Explore what contributed to the incident.
- Identify unmet needs.

## **Review Support**

- Consider additional interventions.
- Consider reasonable adjustments.
- Update support plans where needed.

## **Agree Next Steps**

- Clear expectations.
- Success strategies.
- Adult support arrangements.

## Additional Support Considerations

Following an Internal Reflection Placement staff should consider whether further support is required, including:

- Behaviour Support Plan.
- Individual Regulation Plan.
- Learning Mentor intervention.
- SENCo involvement.
- Early Help involvement.
- Referral to external agencies.
- Safeguarding assessment.
- Attendance support.
- Review of reasonable adjustments.

## Internal Reflection Placement Checklist

| Action                            | Completed                |
|-----------------------------------|--------------------------|
| Safety secured                    | <input type="checkbox"/> |
| Incident investigated             | <input type="checkbox"/> |
| SEND/SEMH needs considered        | <input type="checkbox"/> |
| Reasonable adjustments considered | <input type="checkbox"/> |
| SLT authorisation obtained        | <input type="checkbox"/> |
| Learning provided                 | <input type="checkbox"/> |
| Reflection activities completed   | <input type="checkbox"/> |
| Parent informed                   | <input type="checkbox"/> |
| CPOMS updated                     | <input type="checkbox"/> |
| Reintegration discussion held     | <input type="checkbox"/> |
| Additional support considered     | <input type="checkbox"/> |

## **Staff Reminder**

**Connect Before Correct**

**Regulate Before Reason**

**Restore Before Moving Forward**

The purpose of an Internal Reflection Placement is not to exclude a child from learning, but to provide a structured opportunity for reflection, repair, support and successful reintegration into the school community.