



Restorative Practice and Strengthening Relationships Policy

Policy Date:	January 2026	Version:		
Policy Review Date:	January 2027	Headteacher	Signature	Date
Ratified by Governing Body:				
		Signature	Date	

Primary School Behaviour Policy — Restorative & Relationship-centred

Purpose: Create a whole-school behaviour policy rooted in strong relationships and restorative practice. This policy focuses on building community, preventing harm, and repairing relationships when harm happens. It builds on our school vision of *Belong-Believe-Become*.

1. Scope and Applicability

- Applies to all staff, pupils, volunteers, governors and visitors during school hours, school trips, and activities arranged by the school.
- Also applies to behaviour off-site where it affects the well-being, safety or learning of pupils (e.g., online, travel to/from school).

2. Guiding Principles

These principles form the foundation of our restorative and relationship-centred approach.

Guiding Principles – See appendix

1. **Fair:** Every child and adult is treated with equity, dignity and respect.
2. **Mutual respect:** Interactions are grounded in trust, kindness and shared responsibility.
3. **Consistent:** Expectations, language and responses are predictable and fair across the school.
4. **Listen compassionately:** All voices are heard; we seek to understand before seeking to be understood.
5. **Calm:** Adults model emotional regulation and create a safe, settled environment.
6. **Reflective:** We view behaviour as communication and take time to reflect, repair and learn.
7. **Caring:** Every interaction prioritises relationships, belonging and wellbeing.

3. Behaviour Aims (What we want to achieve)

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- Foster caring, respectful relationships across the school.
- Reduce exclusions and repeated harmful incidents through targeted restorative work.
- Maintain a calm, predictable learning environment where pupils can learn and staff can teach.
- Build pupils' social and emotional skills so they can self-regulate and resolve conflict.

4. School Values & Expected Behaviours

Our behaviour approach is aligned with our **Learning Powers**, based on *Building Learning Power (BLP)* by Guy Claxton and is in-line with our school vision: Belong-Believe-Become. These values shape how we learn, interact and behave.

Learning Powers (School Values)

1. **Reciprocal:** We work collaboratively, listen actively and support one another.
 2. **Responsible:** We take ownership of our actions, behaviour and learning.
 3. **Resourceful:** We use strategies, tools and thinking skills to solve problems.
 4. **Reflective:** We take time to consider our actions, feelings and learning; we learn from experience.
 5. **Resilient:** We persevere, manage setbacks and keep trying.
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Whole-School Expectations (the Barley Croft Code) – See Appendix

These expectations help everyone feel safe, happy and ready to learn. They are simple, memorable and used across the whole school.

At Barley Croft we...

1. **Try our Best and Take Pride:** We always try our hardest and take pride in our work, our words and our choices.
 2. **Are Kind:** We use kind words and actions with everyone, every day.
 3. **Show Respect:** We treat people, property and our school with respect.
 4. **Listen Well:** We listen actively to each other so everyone feels heard.
 5. **Move Calmly:** We walk safely and calmly around school and during transitions.
 6. **Are Tolerant:** We welcome differences and look after each other.
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5. Evidence Base for this Policy

This policy is grounded in a range of research-informed principles and educational frameworks:

Restorative Practice Research

- Based on restorative justice principles (Mark Finnis) adapted for education, focusing on repairing harm, rebuilding relationships and creating a sense of community.
- Research shows restorative approaches reduce exclusions, improve relationships and increase student voice.

Building Learning Power (Guy Claxton)

- Emphasises developing dispositions that support learning behaviour: resilience, resourcefulness, reflectiveness, reciprocity.
- Supports the idea that behaviour and learning are interconnected and must be taught, modelled and rehearsed.

Social and Emotional Learning (SEL) & Emotion Coaching

- Research (e.g. CASEL) demonstrates that explicit teaching of social-emotional skills improves behaviour, wellbeing and academic outcomes.
- Emotion coaching approaches help children recognise emotions, regulate and repair following conflict.

Attachment-Aware & Trauma-Informed Practice

- Grounded in research from attachment theory (Bowlby, Ainsworth) and trauma-informed models.
- Emphasises the role of safe, predictable relationships and emotionally regulated adults.

Behaviour as Communication (Neuroscience & Child Development Research)

- Influenced by the work of Dr Bruce Perry and child development theory.
- Recognises that behaviour reflects unmet needs, emotional states or skill deficits rather than moral failings.

Positive Behavioural Support & Preventative Approaches

- Evidence supports clear routines, modelling and preventative relational work over punitive systems.
- Aligns with high expectations paired with high support.

EEF Improving Behaviour Guidance Report Recommendations (see appendix):

1. Know and understand your pupils and their influences
2. Teach learning behaviours alongside managing misbehaviour
3. Use classroom management strategies to support good behaviour
4. Use simple approaches as part of your regular routine
5. Use targeted approaches to meet the needs of individuals in your school
6. Consistency is key

Together, these research strands form the foundation of a relationship-first, restorative, and inclusive behaviour policy.

6. How and Why Restorative Practice Works for Parents and Staff

Restorative practice is effective because it strengthens relationships, promotes accountability and builds a consistent, compassionate school culture. It benefits both **parents** and **staff** in the following ways:

For Parents

1. Creates transparency and trust

Restorative conversations involve clear communication about what happened, who was

affected and what will be done to repair harm. Parents feel informed and included, reducing anxiety and misunderstandings.

2. Focuses on learning, not blame

Parents see that their child is supported to reflect, take responsibility and improve behaviour rather than simply being punished. This aligns with long-term character development and emotional learning.

3. Encourages home–school partnership

Parents are invited into the restorative process when appropriate, ensuring consistent messages between home and school and strengthening the child’s support network.

4. Reduces repeated incidents

Research shows restorative approaches lead to fewer exclusions and repeated patterns of conflict. Parents value the stability and emotional safety this creates for their children.

For Staff

1. Builds stronger relationships

Staff benefit from calmer classrooms and improved relationships with pupils. When pupils feel heard and respected, cooperation and engagement increase.

2. Reduces workload in the long term

Although restorative conversations require time initially, they significantly reduce repeated behaviour incidents. Staff spend less time firefighting and more time teaching.

3. Protects staff wellbeing

Restorative approaches encourage regulated, calm adult responses. Staff feel supported, not blamed, and can access consistent frameworks for managing behaviour.

4. Promotes a culture of consistency

Using a shared restorative script and approach ensures all staff respond similarly. This consistency improves fairness and clarity for staff and pupils alike.

5. Supports professional growth

Restorative practice enhances skills in conflict resolution, communication, de-escalation and emotional literacy—key competencies for educators.

Together, these benefits help build a school community where relationships are prioritised, behaviour improves meaningfully and everyone feels valued.

6. Promoting Positive Behaviour — Universal (Whole-school) Strategies

Curriculum & teaching:

- Teach social-emotional learning explicitly in circle time, PSHE and assemblies.
- Model and rehearse routines (arrival, transitions, lining up, group work).

Relationship-building routines:

- Daily greeting at the classroom door.
- Zones of regulation areas in all classrooms.

- Regular restorative check-ins.
- Staff use of restorative language and script (see appendix).

Environment & structure:

- Clear visual expectations displayed in classrooms and common areas.
- Predictable timetables and visual supports for pupils who need them.

Recognition & praise:

- Use specific praise that link to learning powers ie thank you for holding the door, dojo point for being responsible
- Whole-school systems to celebrate learning and kindness (dojo points, certificates, post-cards home)

6. Restorative Practice Framework (Proactive, Responsive, Repair)

A. Proactive—preventing harm

See appendix (toolkit)

- Build relationships and teaching SEL to reduce incidents.
- Use circles to surface tensions early and build community agreements.

B. Responsive—when behaviour is observed

- Immediate response: brief, calm intervention that restores safety and dignity.
- Use restorative conversations (scripted questions) to surface impact, feelings and needs.
- Record incidents in the school's behaviour log for patterns and follow-up.

C. Repair—restorative follow-up

- Convene a restorative meeting where appropriate (victim, person who caused harm, facilitator).
- Agreements and action plans that specify steps to repair harm and rebuild trust.
- Monitor completion and check back-in to evaluate progress.

Restorative questions – See appendix (script)

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected and how?
5. How could we repair the harm?
6. What do you need to feel safe/able to move on?

7. Managing Challenging Behaviour — Practical Steps

1. Non-negotiables for staff – guiding principles – fair, mutual respect, consistent, listen compassionately, calm, reflective, caring

- Remain calm, use neutral language, prioritise safety.
- Avoid public shaming—use private conversations for correction where possible.

2. Stepped response approach – See appendix

THINK – Use the language of “you need to think about your choices”.

- *First response (low-level)*: Reminder of expectation, think 1 (private where possible).
- *Second response*: Clear warning + offer to help (“I need you to stop or you’ll need to take a break to calm down”). Think 2

CHANCE TO CHANGE – Children given structured time out but still use language of “this is your chance to change”. Time restricted to 5 minutes in paired class. Welcome back into classroom positively using language of “I can see you’re ready to learn now”

REFLECT – Children attend reflection at lunchtime. Led by member of SLT. Restorative conversation held, restorative reflection sheet filled out. Pledge or change to behaviour made.

- *Escalation*: If behaviour poses immediate harm, follow safeguarding procedures and radio for SLT

3. Behaviour that may trigger formal sanctions

- Serious harm
- Deliberate aggression with intent
- Bullying
- Racist or sexual harassment
- Complete and sustained refusal to engage which causes serious disruption to school life

Even then, restorative repair and reintegration are required when safe.

Formal sanctions include (but are not limited to): Internal seclusion, fixed-term suspensions, removal of privileges, parent meeting, zoned playgrounds

8. Recording, Monitoring & Data Use

- All significant incidents are recorded centrally on CPOMs or Trackit Lights with restorative actions noted and agreed outcomes.
- Regular (e.g., half-termly) analysis of behaviour data to identify patterns, vulnerable pupils, and training needs.
- Use data to inform targeted interventions (See section 9).

9. Targeted & Specialist Support (Tiered Interventions)

Tier 1: Universal — whole-class routines, PSHCE work (Jigsaw), classroom-level restorative work.

Tier 2: Targeted — small-group interventions (e.g., social skills groups), individual restorative meetings, short-term mentoring.

Tier 3: Specialist — multi-agency approaches, behaviour support plans, risk assessments, personalised timetables, alternative provision; suspension only as last resort and with a restorative reintegration plan.

10. Roles & Responsibilities

All staff: Build relationships, use restorative language, apply policy consistently.

Teachers & class teams: Teach expected behaviours, facilitate restorative conversations, record incidents.

Senior leaders: Monitor policy, provide training, oversee serious incidents and ensure restorative follow-up, lead reflection sessions during lunchtime.

Pastoral lead/RBT: Coordinate targeted work, facilitate restorative conferences, track interventions.

Governors: Receive regular reports and ensure policy aligns with statutory duties.

Parents/carers: Support home-school agreements, engage in restorative meetings when required.

11. Training & Professional Development

- All staff receive initial training in restorative approaches and relationship-building.
- Termly refresher sessions and coaching for staff on difficult conversations and de-escalation.
- Targeted skill-building for pastoral leads (facilitating restorative conferences, carrying out risk assessments).

12. Home-School Partnership

- Share behaviour expectations with families at induction and through termly communications.
- Invite family participation in restorative meetings where appropriate.
- Provide clear information on escalation and how families can support repair plans.

13. Implementation Plan & Review

Phased rollout (example):

1. Spring term: Staff training, agree school principles, develop scripts and materials.
2. Spring term Start universal routines and reflection sessions; pilot restorative conferences. New policy implemented across school.

3. Spring term: Full rollout, monitoring and adjustments; collect feedback from staff, pupils and parents. Trackit Lights used to track behaviour incidents across school.

Review cycle: Annual review by SLT and governors with stakeholder feedback; interim data checks half-termly.

14. Equality, Safeguarding & Legal Considerations

Statutory Compliance Statement

(Safeguarding, SEND and Equality Duties)

This behaviour policy is designed to comply fully with statutory duties under **Keeping Children Safe in Education (KCSIE)**, the **Education Act (2002)**, the **Equality Act (2010)**, the **SEND Code of Practice (2015)**, and relevant DfE guidance on exclusions and behaviour in schools. The school is committed to upholding these duties in every aspect of behaviour management, intervention and decision-making.

1. Safeguarding Compliance

- Safeguarding is the school's highest priority. All responses to behaviour must follow the procedures set out in the school's **Child Protection & Safeguarding Policy**.
- Staff must immediately report behaviours that may indicate a safeguarding risk, including peer-on-peer abuse, bullying, harmful sexual behaviour or significant emotional distress.
- Restorative approaches are used **after** safety has been established and safeguarding concerns have been addressed.
- All behaviour responses must prioritise children's physical and emotional safety and never compromise their access to support or learning.

2. SEND (Special Educational Needs & Disabilities)

- The school meets its duties under the **SEND Code of Practice (2015)** and ensures that all pupils with SEND receive reasonable adjustments to support their behaviour and inclusion.
- Behaviour is understood as a form of communication; staff will consider potential underlying needs, triggers or unmet emotional, sensory or social needs.
- Consequences may be adapted where appropriate to avoid discrimination and ensure fairness.
- Staff will refer to existing EHCPs, Individual Support Plans, Behaviour Support Plans or risk assessments when planning support.
- Graduated response strategies—including emotion coaching, sensory support, structured routines and targeted interventions—are provided where needed.

3. Equality Act 2010

- The school is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between pupils.
- No pupil will be treated less favourably because of a protected characteristic (e.g., race, disability, gender, religion, sexual orientation).
- Behaviour responses are proportionate, inclusive and sensitive to individual needs.
- Behaviour data is monitored termly to identify and address any disproportionate patterns affecting specific groups.

4. Exclusions and Suspension Compliance

- The school follows current **DfE statutory guidance on exclusions**.
- Exclusions are used **only when all other interventions have been exhausted** or when a serious incident requires immediate removal for safety.
- Following any suspension, a **restorative reintegration meeting** supports a successful return to learning.
- Parents are informed of all exclusions promptly and given clear information about their rights and next steps.

5. Staff Training & Professional Duties

- All staff receive annual training in:
 - safeguarding and child protection
 - trauma-informed and attachment-aware practice
 - restorative approaches and conflict resolution
 - behaviour related to SEMH and SEND needs
- New staff receive induction training on this behaviour policy and linked statutory duties.

6. Governance and Oversight

- The Governing Body ensures statutory compliance and reviews the policy at least annually.
 - Governors with responsibility for **Safeguarding, SEND and Behaviour** individually monitor relevant sections.
 - Termly leadership reports provide governors with behaviour trends, equality data and safeguarding-linked behaviour updates.
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7. Data Protection (GDPR)

- Behaviour and safeguarding records are managed in line with **GDPR and the Data Protection Act (2018)**.
- Data is stored securely, shared only on a need-to-know basis, and retained according to the school's retention schedule.
- Parents and pupils are informed about what behaviour data is collected and why.

15. Appendix (practical tools)

- Restorative conversation scripts for staff.
- Guiding principles
- Whole-school expectations
- Sample restorative conference structure and facilitator checklist.
- EEF guidance
- Low-level toolkit
- Incident flowchart traffic lights
- Templates: behaviour log entry, parent letter, pupil reintegration agreement.

RESTORATIVE PRACTICE

BARLEY CROFT PRINCIPLES



Relationships first.

Listen, Understand, Repair, Reconnect.
Keep learning together.



FAIR

Every child and adult is treated with equity, dignity and respect.

MUTUAL RESPECT

Interactions are grounded in trust, kindness and shared responsibility.



CONSISTENT

Expectations, language and responses are predictable and fair across the school.

LISTEN COMPASSIONATELY

All voices are heard; we seek to understand before seeking to be understood.



CALM

Adults model emotional regulation and create a safe, settled environment.

REFLECTIVE

We view behaviour as communication and take time to reflect, repair and learn.



CARING

Every interaction prioritises relationships, belonging and wellbeing.

THE BARLEY CROFT CODE

AT BARLEY CROFT WE...



ARE RESPECTFUL

We treat people, property and our school with respect.

ARE KIND

We use kind words and actions with everyone, every day.



TRY OUR BEST AND TAKE PRIDE

We always try our hardest and take pride in our learning, our words and our choices.

LISTEN WELL

We listen actively to each other so everyone feels heard.



MOVE CALMLY

We walk safely and calmly around school and during transitions.

ARE TOLERANT

We welcome differences and look after each other.



WHICH LEARNING POWER ARE YOU SHOWING?

RESPONSADON
(Responsible)



TRYCERATOPS
(Resilient)



EXPLORAREX
(Resourceful)



COLLABORADOCUS
(Reciprocal)

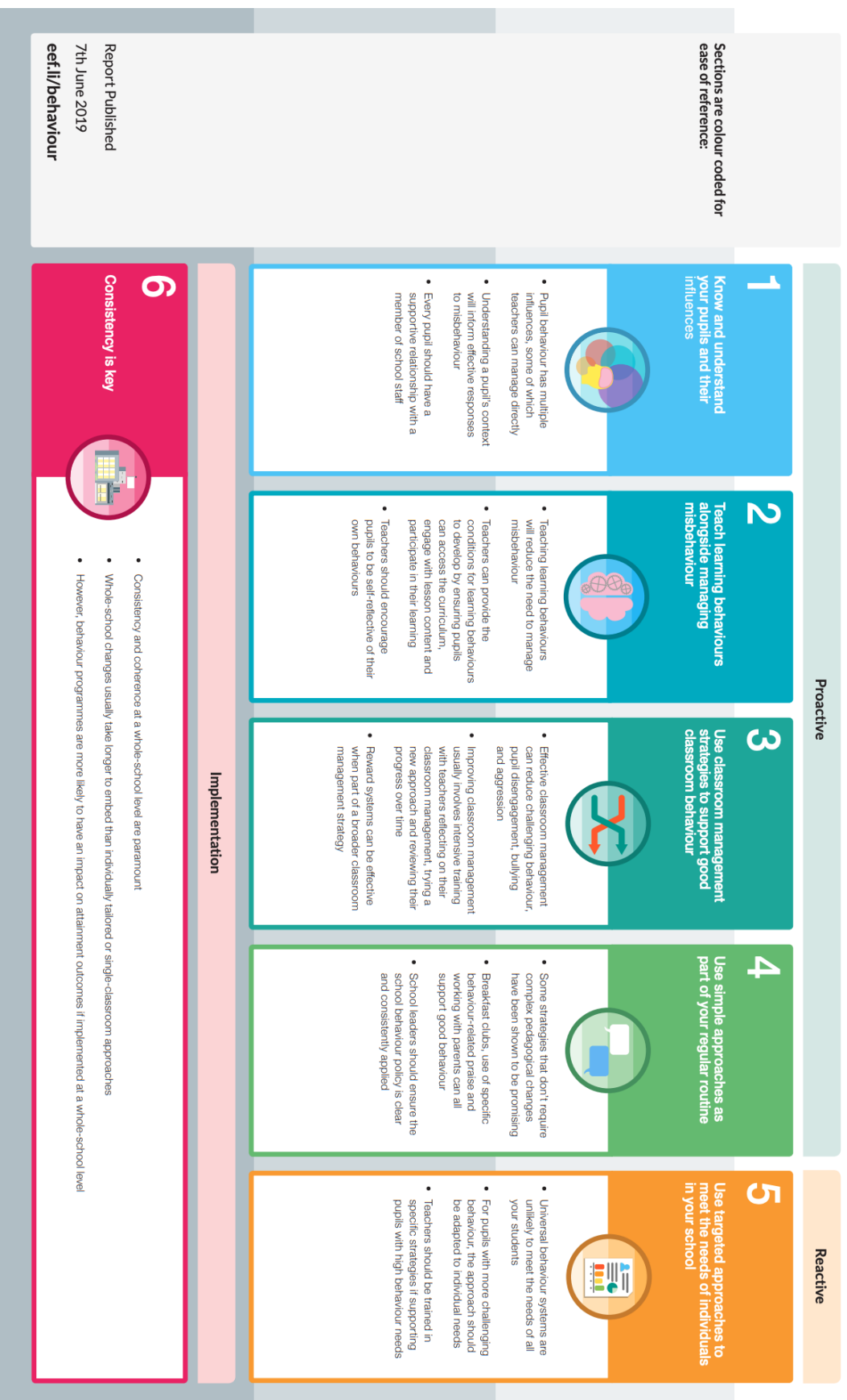


THINKASAURUS
(Reflective)



IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations



MY LEARNING, MY CHOICES

READY, SET, LEARN!

READY TO LEARN

I am calm, focused and learning.
I am trying my hardest.



THINK

I need to think about my choices.
I can make a positive change.



CHANCE TO CHANGE

I am stopping myself or my friends
from learning.
I need to have some time out.



REFLECT AND REPAIR

My choices have hurt other people or I have
not changed them.
I need to reflect on my choices and make it
better.

