

'St Mary's Catholic Infant and Junior Academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'



ST MARY'S
CATHOLIC INFANT AND JUNIOR ACADEMIES

Restorative Practice: Relationships and Behaviour Policy 2025 2026

Designation	Name	Date Approved	Date of Renewal
Executive Headteacher	Mrs Samantha Birchall	Sept 2025	Sept 2026
Chair of Governors	Mrs Vanessa Wells	Sept 2025	Spet 2026

Introduction:

At St Mary's Catholic Infant and Junior Academies, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules to a minimum, following just three rules of **Be Responsible, Be Respectful and Be Safe**. Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children have a vital role to play and should aim to build positive relationships with each other. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at St Mary's Catholic Infant and Junior Academies.

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 and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully 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 members of society who have the skills to avoid and resolve problems independently.

Aims:

To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.

Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and co-operatively.

By creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work.

To establish a partnership approach which draws on all those involved with the school.

To provide systems which promote positive behaviour and which support all members of the school community.

To recognise the importance of effective teaching and learning in the promotion of positive behaviour.

To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on 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, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of Restorative Practice 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.

Positive Behaviours

We hope that our pupils and staff are considerate of each other and our surroundings and always 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.

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. 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 door' approach or contact parents/carers by telephone.
- Reading records and Arbor are used to send messages home or into school.
- The Parents' Consultation Evenings also provide 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.
- Celebration assemblies celebrate good learning (Star of the Week) and good behaviour (Bee Award – celebrating our rules and values).
- Certificates and stickers that children take home.

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:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over-reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

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

- | | |
|------------------|--|
| • House Captains | • Classroom and school-wide monitor jobs |
| • School Council | • Safeguarding Team |
| • Play Leaders | • Librarians |
| • PE Ambassadors | • Members of the Eco Council - Live Simply |
| | • Worship Warriors |

The Restorative Approach – Building a positive community including rules and high expectations.

St Mary's Catholic Infant and Junior Academies are secure, friendly and faith-centred communities where we seek to realise the full potential of all through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values which are:

Compassion
Respect
Resilience

The restorative ethos at St Mary's Catholic Infant and Junior Academies underpins '**Be Responsible, Be Respectful and Be Safe**' so children need to know and help define this ethos within their class, in order for it to be meaningful and effective. These rules are displayed in every classroom and spaces around the school for both children and adults to adhere to. The Restorative Ladder is displayed clearly throughout the school to ensure consistency and coherence at a whole-school level, as identified on the Restorative Ladder (see Appendix 1). Weekly 'Picture News' sessions always include information on the UN Convention on the Rights of the Child.

'We are One Family,' is used to teach and reinforce expectations of behaviours and to build connections and relationships within the class and collaboratively resolve any issues arising.

Children are encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules 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. See Appendix 1 for an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

What are our expectations for pupil and adult conduct?

We are proud that we have created a well-organised, attractive and stimulating learning environment. Following '**Be Responsible, Be Respectful and Be Safe**' means we have expectations for the various areas within the school as well as for specific 'whole school' activities:

The school environment

All of us should be proud of our interesting, pleasant and well-resourced school. It is the responsibility of staff and children to maintain this by looking after the resources and displays. Our classrooms are tidy and well organised as this has a positive impact on behaviour. We walk quietly around the building at all times, especially when passing through areas where other people are working. We take care not to damage displays in the corridors as we pass and are keen to hold doors open for others, showing politeness and consideration.

Assemblies

With House Captains (Juniors) or staff (Infants) leading their class from the front of the line, we enter and leave assembly silently, unless choosing to sing along to any music being played. We also sit silently during assembly but should be keen to participate in any interactive parts in a positive and respectful manner. Staff wishing to issue instructions to children in assembly, should usually do this using signs, where possible, rather than speech.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. During their meal, children are expected to display good table manners, remain seated and talk quietly to the people at their table. After the meal, children should clear their eating area and remain seated until it is time to leave the dining area quietly and walk to the playground or field. Adults should use the 'hand up' signal to gain attention if needed.

The playground

Children are expected to respect the authority of all adults equally – there is no distinction between the authority of one adult to another. All children should feel safe outside and must be made aware of the importance of informing an adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that **'Be Responsible, Be Respectful and Be Safe'** is being enacted and that any incidents are being properly dealt with within the restorative framework.

To ensure **'Be Responsible, Be Respectful and Be Safe'**, children:

- can only run when on the playground or field and must play in the designated areas where they can be seen by an adult.
- do not pick each other up or play fight and only play football when timetabled which is supervised by an adult.
- only go inside when they have an adult's permission e.g. to go to the designated toilets or for First Aid.
- must stop and stand silently on the first whistle, which signifies the end of break time. The class teacher or member of staff then calls the class individually to line up in silence and walk in quietly with their class teacher.

Any serious behaviour incidents should be reported to the phase lead (in the first instance) for further investigation.

Possessions from Home

Children should not bring toys or possessions (e.g. footballs or collection cards) from home unless for an organised day or if specifically given permission by an adult in exceptional circumstances.

School uniform

Children are expected to wear correct school uniform at all times, as it gives the children a sense of pride and purpose and creates a cohesive community that encourages good behaviour. Guidance for school uniform is detailed in school handbooks, on the website and available in print from the school office. All members of staff are expected to enquire into incidences of children not wearing correct school uniform and challenge this where appropriate.

Uniform	
White polo shirt (EYFS) White shirt and school tie (KS1 and KS2) Royal blue cardigan or sweatshirt with or without school logo Grey skirt / trousers /shorts Blue & white gingham or candy stripe dress (summer) White or grey socks or grey tights Sensible black shoes (no boots or trainers)	
P.E Kit	
White & royal blue top with school logo or plain white T shirt. Plain royal blue shorts. No logos. Plain navy blue tracksuit bottoms or navy blue leggings. No logos. Plain navy blue hoodie or jacket. No logos. Pumps or trainers	
Hairstyles and Jewellery	
All long hair must be tied back (from shoulder length). We do not allow any 'extreme hairstyles' including tramlines, mohicans or partly shaved styles hair that is dyed. If your child's hairstyle is unacceptable for school, you will be invited into school to discuss it. Jewellery is not allowed to be worn in school (other than a watch). NO earrings are to be worn due to health and safety reasons. Smart watches are not allowed.	

The Restorative Approach – Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What were you thinking at the time? What do you think about it now? What each person was thinking and feeling at the time, before and since.

Who has been affected by your actions? How? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What do you need to do about it? What those affected need to feel better, move on, repair harm and rebuild relationships.

How can we make sure this doesn't happen again? How can an adult help? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the Restorative ladder to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Active Listening	
Summarise So there seem to be several things bothering you	Encourage Tell me some more about that... And earlier you...
Reflect So you... (Repeating back last few words)	Acknowledge That sounds important. That sounds like that was difficult for you. (Also use body language eg. nodding)
Check So did I hear you say... Am I right in thinking...	Empathise It's understandable that you are worried/upset about this This sounds tough...
Affirm Thank you for telling me that. I appreciate you talking about this with me.	Clarify Can you help me understand that more?

Implementation of the Restorative Approach – Practicalities

At St Mary's Catholic Infant and Junior Academies, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are proactive in adapting our approach to ensure it is suitable for the pupil's age and level of understanding.

Each class has a clear display of rewards, behaviours and potential consequences (see Appendix 1: Restorative Ladder), so that it may be referred to as part of a restorative discussion. We aim to help the children look at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

When working with pupils in the Early Years, our focus is on the initial stages of the Restorative Approach: helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

St Mary's Catholic Infant and Junior Academies Curriculum

The Personal Development of pupils is a high priority at St Mary's Catholic Infant and Junior Academies where across the curriculum and in our everyday interactions, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated.

RSHE lessons, school assemblies, out-of school experiences and after school clubs also contribute to the pupils' understanding and competency in managing conflict. Discrete lessons and assemblies are used to on a regular basis to ensure all pupils

understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

The Restorative Approach and use of consequences

When using consequences at St Mary's Catholic Infant and Junior Academies, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Calming time' can be offered to children before an incident is dealt with. Our Restorative Ladder (Appendix 1) shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy. This has been developed with staff, children and governors.

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from loss of privileges to reporting to the Head of School or Executive Headteacher for a temporary internal/external exclusion (see Exclusion policy). External agencies may need to become involved for behaviour monitoring and support. Some children may require an Individual Crisis Management Plan to manage their behaviour. However, in all situations, pupils will be treated within the Restorative Framework so that when they are calm, their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

Managing behaviour

Positive reinforcement, rewards and use of praise are the cornerstone of our school behaviour management. However, on occasions where behaviour is non acceptable, and consequences must be put in place, the following will apply.

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

The class teacher is responsible for recording behaviours on CPOMs pastoral to help identify pupils whose behaviour may indicate potential mental health problems.

After an initial incident of negative behaviour, the following sanctions are implemented:

Level 1

- a) Each class teacher will follow the school Code of Conduct / behaviour ladder which is displayed on all classroom walls.
- b) The adult will follow the restorative approach and behaviour ladder (Yellow / Time to Reflect and Orange / Watch Your Actions)
- c) The child may lose some break time or lunch time and sit on a bench outside on the playground. (*If it is raining then this will be in a phase area classroom*) This will be recorded on CPOMs
- d) The child may lose any reward time gained, but neither house points class incentives, once rewarded, will be removed.

Level 2

- a) The child may all break time or lunch time and sit outside the staffroom. This will be recorded on CPOMs and parents will be contacted and recorded on CPOMs. (Dark Orange / Time Out)
- b) Persistent offenders or an act of unacceptable serious behaviour will be sent to Heads of School and parents contacted to discuss the incident.
- c) Serious offenders and serious behaviours logged, child isolated from own class and parents contacted to discuss the incident and behaviour will be monitored over a set period of time. Regular meetings / updates with parents and the Head of School.

Level 3

- a) Parents are involved, a written strategy or targets for improvement devised and agreed IBP. Regular reviews with parents and Head of School. (Red / Inadequate Behaviour)
- b) Referral to BIT Team with reviews with parents and Head of School.
- c) Initiate a PSP (Pastoral Support Programme) with reviews with parents, Head of School and outside agencies.

Level 4

Inclusion off site to different school or base for anything up to 5 days, accompanied by a member of staff if available. Exclusion off site to home for a set period of time, anything up to 5 days. (Beyond Red – Follow Suspensions and Exclusion Policy)

Level 5

Permanent Exclusion.

- The Executive headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the executive headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.
- For discipline to be lawful, the school will ensure that:
- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the executive headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Positive Handling

To fulfil our duty of care to prevent harm, Positive Handling may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

At St Mary's Catholic Infant and Junior Academies, we have a Positive Handling Plan using the Team Teach approach, that all staff have training in.

Behaviour and Safeguarding – see our Safeguarding and Child Protection policy

Behaviour and Safeguarding - Mobile phones and technology

Children are not permitted to have mobile phones in school. Any children who bring mobile phones to school must take them to the office first thing in the morning and collect them at 3.30pm. Mobile phones which are found in school will be taken to the office for collection at 3.30pm.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the 2017 updated guidance: UK Council for Child Internet Safety Guidance 'Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People':

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NC

[A Sexting In Schools FINAL Update Jan17.pdf](#) The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate (see Safeguarding Policy).

CPOMS: When should behaviour incidents be logged?

SLT review CPOMS regularly and create actions based on issues and trends, in order to ensure support at the right times and in the right places. The child's class teacher or TA should log incidents/issues on CPOMS if they arise for a child in their class from Stage 2 of the restorative ladder. Restorative conversations should be uploaded onto CPOMS for the attention of the Head of School who will monitor on a monthly.

At lunchtime, the member of staff involved should report this to the class teacher and the duty SLT member, if necessary. The duty SLT member or class teacher will log this on CPOMS.

Consequences are in line with the restorative framework.

Rewards

The children at St Mary's Catholic Infant and Junior Academies work hard and behave well and we want to reward them for their efforts. Rewarding children regularly boosts their self-esteem and confidence and this in turn will help them learn. There are many ways we can reward our children such as with a smile, a well done comment or a sticker.

We also reward children with house points, using a physical representation of their successes within the class and whole infant/junior academy display. Children can receive house points on a daily basis for **being safe, being respectful and being responsible**. Teachers also decide on house points awards based on class need.

House points accumulate over the term and children in the winning house at the end of the term receive a reward. For example, 'golden time' for 1 afternoon. House points are added up weekly and each class winning house receives a certificate given by the teacher at the end of every week. These totals are added to the main Academy display and added up termly.

Houses

Our four houses are based on the foundations of our school and trust, with inspiration taken from those who lived the mission

'I can do all things through Christ who strengthens me'

and who lived their lives with **respect, compassion** and **resilience**.

St Mary, St John, Bishop Worlock and Archbishop Sheppard.



House points are awarded for behaviours that follow the expectations of staff , and celebrate the missions and values of **both St Mary's Catholic Academies** and **All Saints Multi-Academy Trust**.

'I can do all things through Christ who strengthens me'

Respect ~ Compassion ~ Resilience

Stronger Together

Aspiration ~ Inclusion ~ Service

Displayed in classrooms, is our behaviour ladder, guiding all members of our community to the behaviours, rewards and consequences. Children can earn house points for the four stages:

Ready to Learn

Excellent Attitude

Class Role Model

Above and Beyond

They can also recognise the consequences of their actions, through the ladder and restorative conversations with adults and other children. These also come in four stages:

Time to Reflect

Watch your Actions

Time Out

Inadequate Behaviour

The ladder allows children to recognise what they are being asked to do, and what they will be rewarded with, as well as understanding that all actions have consequences (positive and negative). It also allows children to see the fairness in the decisions teachers make about their behaviour and have a consistent approach from all staff.



ST MARY'S
CATHOLIC INFANT ACADEMY

Let your light shine!

**What colour light have you
chosen today?**



Respect ~ Compassion ~
Resilience

Above and Beyond!

5 House Points

I did 5 ★ work.
I did all my work today.
I have shown others how to
behave and been a good role
model.
I showed respect to everyone.



Class Role Model

3 House Points

I knew what I needed to do to
help myself.
I made good choices.
I have shown
respect in lots of
ways.



Excellent Attitude

2 House Points

I tried new, harder things.
I listened and acted straight away.
I helped my friends



Ready to Learn

1 House Points

I showed good listening ears.



ST MARY'S
CATHOLIC JUNIOR ACADEMY

Let your light shine!

**What colour light have you
chosen today?**



Respect ~ Compassion ~
Resilience

Above and Beyond!

5 House Points

I have achieved and completed 5 ★ work.
I have completed all tasks set me today.
I have been a good role model.
I respect the safety and learning of everyone.



Class Role Model

3 House Points

I took responsibility for my actions
I made good choices
I have shown respect with my voice, my
body and my words



Excellent Attitude

2 House Points

I had a go and tried more challenging things
I followed the instructions straight away
I helped my friends



Ready to Learn

1 House Points

I showed good listening.

Time Out

Parents and SLT informed—missing all playtimes.

Restorative conversation with an adult.

I kept being rude or silly to my friends and classmates.

I kept being rude to the adults in my school.

I kept not letting adults help me when I needed time to think.

My choices meant I broke something in school.



Time Out

Parents and SLT informed—missing all playtimes.

Restorative conversation with an adult.

I was consistently rude or inconsiderate to my friends and classmates.

I was consistently disrespectful to the adults in my school.

I continued to refuse help from adults after I had made a wrong choice.

I damaged school property.



Inadequate Behaviour

Parents and SLT informed—removed from class.

Restorative conversation with an adult.

I hurt someone on purpose, with words or actions.

I used words that hurt or upset.

I broke something in school on purpose.

I kept being silly in class, stopped others learning and left the class without an adult.



Inadequate Behaviour

Parents and SLT informed—removed from class.

Restorative conversation with an adult.

I hurt someone deliberately, with words or actions.

I used inappropriate language.

I deliberately damaged school property.

I persistently disrupt others learning and leave the class without permission.



If you do not respect our school and our family, making good choices and accepting consequences, the exclusion policy will be followed.



If you do not respect our school and our family, making good choices and accepting consequences, the exclusion policy will be followed.

