Relational And Restorative Behaviour Policy

Randwick C of E Primary School

Policy Leader	Head Teacher
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Introduction

At Randwick Church of England Primary School in Stroud, Gloucestershire, our approach to behaviour is rooted in our Christian ethos of compassion, respect and responsibility. In line with guidance and training received from Gloucestershire County Council (GCC), we follow a Relational and Restorative Practice (RRP) model. This supports a safe, inclusive, and respectful environment where all children can thrive, learn, and grow emotionally, socially and academically.

Our Vision for Behaviour

We believe that behaviour is a form of communication and should be understood in context. We respond to it with curiosity, empathy, compassion and a commitment to restoration, seeking not just to manage behaviour but to understand its root causes and support children in making positive choices. Our vision is to create a nurturing school where every child feels safe, valued, and ready to learn.

Informed by trauma-aware principles and restorative practice, our behaviour policy ensures that all children and adults at Randwick C of E Primary feel:

- **Valued** and respected
- **Safe** and supported
- **Listened to** and included
- **Accountable** for their actions
- **Empowered** to repair and restore relationships

Our Approach

Our behaviour model is underpinned by the following principles and Gloucestershire's Relational and Restorative Practice (RRP) framework, which promotes:

Relational Practice:

- Building positive, respectful relationships across the school community.
- Building a culture of empathy, consistency, kindness, and mutual respect.
- Creating a sense of belonging for every child and adult in school.

Restorative Practice:

- Understanding harm and involving all affected in finding solutions.
- Involving those affected in meaningful dialogue and problem-solving

- Promoting accountability and personal growth through restorative conversations

Trauma-Informed Practice:

- Recognising the impact of trauma on behaviour and engagement.
- Responding with empathy and providing appropriate support.
- Supporting emotional regulation and resilience through connection, routine, and predictability.

Whole-School Implementation:

- All staff, students and parents engage with restorative principles.
- Policies and practices are aligned with relational values

Implementation and Practice

At Randwick, we integrate restorative approaches into daily practice. Staff use restorative questions and model respectful, supportive behaviour. We employ class charters, School Golden Rules, and PSHE lessons to reinforce emotional literacy and conflict resolution. Children are taught the impact of their actions and how to repair harm caused.

We embed restorative and relational principles throughout our school culture. To be able to do this, staff have received RRP training via GCC and receive ongoing professional development in trauma-informed and relational practice. Students are introduced to restorative principles through PSHE, circle times, and conflict-resolution education.

Practice Learning Circles

We use structured circles in classrooms to build community, discuss issues, and reflect on learning and behaviour. These circles provide a safe space for voice, listening, and shared problem-solving.

Restorative Conversations and Meetings

When conflict or harm occurs, we use restorative conversations to gain a deeper understanding of what happened and why. This gives the opportunity to explore the impact on others and agree on actions to make things right and move forward.

We use tools such as the **Restorative Questions**:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected and how?

4. What needs to happen to put things right?
5. What will you do differently next time?

Policies, systems, and practices are regularly reviewed to ensure they align with our restorative and relational ethos. Behaviour incidents are recorded and reviewed reflectively to identify patterns and provide support where needed.

We work in partnership with parents/carers and external agencies to ensure a holistic approach to support and behaviour. We involve families in restorative processes when appropriate and always aim for inclusive, collaborative solutions.

Positive Behaviour and Recognition

We use a range of systems to celebrate and reinforce positive behaviour that aligns with our School Golden Rules, our Secrets of Success, and our relational values. Staff consistently use praise, recognition and encouragement to promote self-worth and engagement.

Our recognition systems include:

• Verbal praise and feedback in class and around school

• Class Dojo Points awarded for demonstrating positive behaviours and attitudes

• Weekly Certificates presented during Celebration Worship linked to our secrets of Success

• Headteacher praise and recognition

• Awards for exceptional contributions to the school community

• Team points contributing to our inter-house competitions (Doverow, Rodborough, Selsley, Haresfield)

• Opportunities for pupil leadership and voice

This policy outlines how we build, maintain, and restore relationships within our school, and how we respond to behaviour in a way that supports growth, learning, and emotional wellbeing.

Responding to Behaviour

We understand that behaviour is a communication of need and that all behaviour occurs in context. We respond proportionally, restoratively, and with an understanding of the child's individual needs.

Our process involves:

1. De-escalation and emotional regulation (e.g., calm space, emotion coaching).
2. Reflective conversation when the child is ready.

3. Restorative follow-up with those affected.
4. Supportive strategies or adaptations to reduce reoccurrence.

In some cases, we may develop an Individual Behaviour Support Plan in collaboration with families and professionals.



The Head Teacher should be informed of any recurring problems, before parents are contacted.

Children identified with behavioural, emotional and social difficulties (SEND) should be treated as guided by the Behaviour Policy and My Plan or EHCP objectives. All staff are to be made aware of these children and the structures in place to help them and other children manage unexpected or inappropriate behaviour.

Pupils' Responsibilities

The Secrets of Success encourage all children to take responsibility and make a full contribution to school life, including maintaining good behaviour. Children should be responsible for their equipment and school property as soon as possible in their school career. Children should learn to understand their responsibility for their own actions, and those which have an affect on other children and adults.

Other responsibilities include:-

- Personal items
- Areas within the classroom
- Areas within the school

A sense of ownership should be fostered by creating an attractive and cared for environment. Staff and children should be responsible for areas throughout the school.

High expectations for sensible and safe movement around the school are the responsibility of pupils and staff.

Parental Involvement

Parents are warmly welcomed in school and have opportunities to contribute to the work of the school through working as a volunteer, helping at special events or on educational visits.

Parents and carers and school staff are partners in upholding good discipline, working closely together from an early stage rather than as a last resort.

Parents and carers should be kept well informed of:-

- Policy and Procedure
- Actions taken by the school
- Incidents involving their child

Special Educational Needs

The needs of children with recognised emotional and behavioural problems should be assessed and met through the school SEND Policy, My Plans and EHCP targets.

Children involved in disruptive behaviour whose learning, and that of others as a consequence of this behaviour, may be deteriorating, should be properly identified as part of any plan of action. Strategies and programmes for positive intervention may be detailed as a target in a My Plan, if the behaviour difficulties are impacting on the pupil's learning.

Supporting Pupils with Behavioural Difficulties

Personal, Social, Health, and Emotional Education

Staff use appropriate materials as required to support the emotional, physical and social development of the pupils as part of PHSE lessons. In exceptional circumstances children might work 1:1 with an adult to develop an understanding of specific issues and help them overcome any difficulties.

Behaviour Support

Pupils who, as a result of behavioural issues, are in possible threat of exclusion can be referred to behaviour support professionals. The possible support for the school may include:-

- Providing intervention strategies and training for school staff
- Supporting the development of focused appropriate targets
- Liaising with school staff and parents
- Providing support and intervention strategies for parents
- Working with the identified pupil, peers and school staff to develop positive classroom behaviours
- The pupil spending a period of time being educated at the centre if the behaviours exhibited in the classroom/school are not significantly improved.

Exclusion and Our Restorative Approach

At Randwick C of E Primary School, our priority is always to support every child in learning to regulate their behaviour, repair relationships, and thrive within a safe and nurturing community. Guided by our relational and restorative principles, we focus on understanding the root causes

of behaviour, promoting accountability, and working collaboratively with pupils, staff, and families to find constructive and inclusive solutions.

Exclusion is never a first response. We make every effort to engage pupils in positive behaviour support, implement restorative interventions, and involve parents and professionals in creating sustainable plans for improvement. We are committed to exhausting all available avenues before considering exclusion.

However, we also have a duty to safeguard the wellbeing, safety, and learning of all members of our school community. In rare and serious circumstances, where behaviour causes significant harm or risk, or where repeated incidents persist despite extensive support, a **fixed-term or permanent exclusion** may be necessary.

Exclusions, when applied, are done so with great care, in accordance with:

- **Government guidance**: School Exclusion Guidance – DfE
- **Gloucestershire Local Authority procedures**: Exclusions Guidance – GCC

We do not take any form of exclusion lightly, and we expect parents and carers to work in partnership with us to explore every strategy that could prevent exclusion. Should exclusion become unavoidable, we will continue to offer appropriate support and reintegration planning to ensure the child has the best possible chance to return successfully to learning and positive relationships.

If an exclusion is being considered, the Headteacher will ensure that all procedures are followed in full accordance with current national and local authority guidance. This includes timely consultation and communication as required. The Full Governing Body will be made aware in advance of any potential permanent exclusion, including anonymised details of the case. All exclusions—whether fixed-term or permanent—will be reported (in anonymised form) to the Full Governing Body through the Headteacher's regular reports, ensuring transparency and accountability.

Governors

The Head Teacher and Teachers, in consultation with the Governors, should continue to develop the School Behaviour Policy through monitoring and review in line with the school monitoring cycle. Governors are informed of any exclusion by the Head Teacher's report to Governors.

Governors, through the Head Teacher, should see that teaching and support staff are given adequate training in the management of children's behaviour an staff have been appropriately trained in Relational and Restorative Practices.

Governors should have a clear understanding of procedures involving disciplinary action, eg, racial harassment, physical attack, etc and be aware of their role regarding exclusion as stated in the Education Act (No 2) 1986.

Governors, teaching and non-teaching staff should support each other in maintaining acceptable standards throughout the school.

Outcomes and Impact

Benefits of Our Approach:

- Reduced exclusions and improved engagement
- Better attendance through belonging and connection
- Improved emotional regulation and mental wellbeing
- Stronger relationships between staff, students, and families
- A safer, more inclusive, and respectful learning environment

Conclusion

At Randwick C of E Primary, we do not just “manage” behaviour — we **teach, model, and restore**. We believe that every child has the capacity to grow, to learn from mistakes, and to thrive within a supportive, caring community.

This relational and restorative approach reflects our core Christian values and our belief in the dignity and potential of every child.

Appendices

Appendix A – Restorative Questions

These questions support reflective conversations and help restore relationships:

Reflect - Repair - Reconnect

What happened?

What were you thinking / feeling at the time?

Who has been affected? How has this affected you?

What is needed to make things right?

What support do you need to do this?

Appendix B – Behaviour Response Flow

Our staged response is based on restorative principles, offering chances to reflect and repair. Steps may include:

Positive Relationships & Prevention

Reminder

Warning & Reflection

Regulation Time / Time Out

Restorative Conversation

Consequence/Repair

Headteacher Involvement and Parent Contact

Individual Behaviour Support Plan

Suspension

Permanent Exclusion (Last Resort)

Appendix C – Practice Learning Circles Guidelines

Learning Circles are used to build community, solve problems and reflect on behaviour:

- Use inclusive circle seating
- Agree circle rules (e.g., listening, respect)
- Use a talking piece to share one at a time
- Pose reflective prompts or questions
- Ensure everyone has a voice

(additional resources are available for staff members to support in the facilitation of circles)

Appendix D – Individual Behaviour Support Plan

Includes:

- Description of behaviour concern
- Triggers and context
- Strategies that support the pupil
- Goals and review dates
- Parent and pupil voice