

Restorative Behaviour Policy



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Staff member responsible for this policy:	Miss Claire Holloway
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Date of next review:	January 2027

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St Olave's Prep School Restorative Behaviour Policy

1. Policy Statement

St Olave's Prep School promotes a calm, respectful, safe and inclusive learning environment, rooted in therapeutic values and restorative practice. This policy sets out our expectations for behaviour, approaches to discipline and our commitment to safeguarding and supporting every child's emotional and social development.

St Olave's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting, regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation (collectively known as the protected characteristics).

St Olave's upholds and protects children's rights in line with the United Nations Convention on the Rights of the Child (UNCRC). In particular, our policies reflect Articles 2, 3, 12, 13, 17, 19, 28 and 29, which affirm children's rights to protection from harm, to express their views, to access appropriate education and information, and to have their best interests placed at the centre of all decisions.

This policy upholds Articles 3, 12, 19, 28, 29 and 40 of the UNCRC by promoting respectful behaviour, supporting children's right to be heard and treated with dignity, protecting them from harm, and ensuring fair, proportionate responses that encourage responsibility, reflection and personal growth.

2. Aims

- To encourage high standards of behaviour through empathy, connection, and shared expectations
- To ensure children feel secure, understood and able to regulate their emotions
- To prevent and respond to incidents of poor behaviour through a restorative and relational approach
- To enable staff, children and families to work together in supporting positive behaviour
- To comply fully with all legal duties under the Independent School Standards (ISS) 2025, including the prohibition of corporal punishment

3. Legislative and Regulatory Framework

This policy complies with:

- Independent School Standards (ISS) 2025, especially Part 3, paragraph 9
- The Education (Independent School Standards) Regulations 2014 (as amended)
- Keeping Children Safe in Education (KCSIE) 2025
- Behaviour in Schools (DfE Guidance) 2022

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- The Equality Act 2010
- Prevent Duty Guidance 2023

4. Our Approach

We use a therapeutic approach to behaviour that:

- Recognises behaviour as a form of communication
- Supports co-regulation and models emotional literacy
- Builds strong, trusting relationships between adults and children
- Focuses on reflection, repair, and restoration rather than punishment

Children are supported to understand the impact of their actions and to take responsibility in a developmentally appropriate way.

5. School Expectations

Our behaviour expectations are underpinned by our school values: Collaboration, Compassion, Curiosity, Courage, Creativity and Commitment.

Children are taught to:

- Be kind, respectful and inclusive
- Listen actively and follow instructions
- Speak calmly and honestly
- Move safely around the school
- Take care of property and the environment

6. Unacceptable Behaviours and Restorative Responses

We recognise that all behaviour has meaning. When children make mistakes, they are offered time, space and adult support to reflect, repair, and rejoin the group.

Example Behaviour	Restorative Consequence
Shouting out in class	Reminder of expectations, opportunity to re-engage respectfully
Unkind words to a peer	Supported restorative conversation and apology
Pushing in line	Discussion with adult about fairness and turn-taking, opportunity to try again
Damage to school property	Repair if possible or involvement in fixing the issue (e.g. tidying, helping site team)

Refusal to follow instructions	Regulate with a trusted adult, then discussion to identify barriers and plan for next time
Physical aggression	Immediate adult intervention, regulation time, structured restorative meeting with involved parties, followed by reintegration plan if needed

7. When Restorative Approaches Are Not Enough

At St Olave's Prep School, restorative approaches are our first response to conflict and behavioural difficulties. However, we recognise that in some cases, a more structured or escalated response is necessary. This might include situations where:

- The same behaviour is repeated despite restorative support
- A child does not respond to agreed consequences or support plans
- The behaviour is significantly disruptive, unsafe or undermines the rights of others
- The child or others are at risk of harm

In such cases, the following additional steps may be taken:

1. Increased Support

- Review of existing support strategies with the child and their teacher
- Involvement of the school's SENCo to assess for any underlying needs
- A Behaviour Support Plan put in place and shared with parents

2. Parental Involvement

- A meeting with the Headteacher and parents to discuss concerns and next steps
- Clear expectations set and monitored
- Regular updates to parents on progress

3. Escalated Consequences

- Temporary removal from class or playtime (with learning or reflection task)
- Loss of privileges for a fixed period (e.g. team membership, leadership roles, fixtures)
- Internal reflection time with a senior leader
- Behaviour contracts or daily reports for older children

4. External Support

- Referral to outside agencies such as Educational Psychology, Behaviour Support Teams or CAMHS, with parental consent

5. Suspension and Exclusion In rare cases, where all other support and interventions have not been effective, or where a serious breach of the school's Behaviour Code occurs, the school may:

- Issue a fixed-term suspension (with a reintegration plan on return)

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- Consider permanent exclusion as a last resort

These decisions will be made by the Headteacher, in consultation with the Chair of Trustees, and in accordance with the school's Exclusions Procedure.

Ongoing Monitoring Children requiring repeated support will be monitored through:

- Behaviour logs reviewed weekly
- Half-termly leadership reviews of patterns and provision
- Reports to Trustees (anonymised) to ensure accountability and improvement

8. Sanctions and Prohibited Practices

We do not use punitive sanctions such as public shaming, exclusion from lunch or blanket punishments. Instead, we:

- Focus on relational repair and natural consequences
- Support children to make better choices next time

Corporal punishment is strictly prohibited. In line with ISS 2025 Part 3, paragraph 9(c):

"Corporal punishment is not permitted under any circumstances and must not be used by any adult, including teachers, support staff, volunteers or visitors."

Any adult found to have used corporal punishment will be subject to immediate safeguarding procedures and reported to relevant authorities.

9. Recording and Monitoring

All serious incidents or persistent low-level behaviours are recorded on our school safeguarding and pastoral systems. Patterns are monitored and interventions planned in collaboration with families, SENDCo, and DSL where appropriate.

10. Role of Staff

All staff are expected to:

- Build strong, respectful relationships with children
- Model calm, kind behaviour
- Use restorative language and therapeutic strategies consistently
- Support regulation through connection and co-regulation
- Seek advice and support when challenges arise

11. Role of Parents

We work closely with parents to ensure a consistent approach. Parents are invited to restorative conversations where appropriate and are supported in understanding our approach.

12. Support for Individual Needs

We recognise that some behaviours may be linked to SEND, trauma, or unmet emotional needs. These children are supported with individualised regulation plans, consistent adults and adjusted expectations where needed.

13. Positive Handling and Physical Intervention

Physical restraint is used only as a last resort to prevent harm and in accordance with the law. All incidents are recorded and reviewed. Staff are trained in de-escalation and safe handling procedures. Parents are always informed.

14. Review

This policy will be reviewed annually by the Senior Leadership Team and ratified by the Board of Trustees.

Last reviewed: January 2026

Next review due: January 2027