Compassion Courage Cooperation

Wittersham Church of England Primary Restorative Behaviour Policy 2026-2027

We strive to work in cooperation with all members of our community so that everyone feels valued, nurtured, and empowered as they embark on their journey to become the very best that God intended. Throughout their voyage of discovery with us, we provide every child with a rich curriculum and meaningful experiences that foster courage and a strong moral purpose, underpinned by our Christian values. In doing so, we prepare our pupils to grow into compassionate citizens, ready to contribute positively to both our rural community and the wider world.

Revision History

Date	By	Description	Review date
September 2026	Stella Coulson	New Restorative Behaviour Policy	September 2027

'On a voyage of discovery; learning and growing together in the light of God. '

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Our Approach to Behaviour

At Wittersham Church of England Primary School, we believe that behaviour is a form of communication and that positive relationships are the foundation of excellent behaviour. Our aim is to support children to develop Compassion, Courage and Cooperation, enabling them to become responsible, respectful and resilient members of our school community.

Through high expectations, consistency and restorative practice, we help children to understand their behaviour, recognise the impact of their choices and develop the skills needed to make positive decisions. Where difficulties arise, children are supported to reflect, repair relationships where harm has occurred and move forward positively.

There are times when clear and proportionate consequences are necessary. However, our approach is not simply concerned with responding to behaviour in the moment; it is focused on teaching children the skills, understanding and responsibility they need to make increasingly positive and independent choices.

Christian Values in Action

Our Christian values of Compassion, Courage and Cooperation are at the heart of our approach to behaviour. They shape the way we learn, build relationships and respond to both success and challenge. We believe that every child is created in the image of God and should be treated with dignity, respect and kindness.

We promote a culture in which positive behaviour is explicitly taught, modelled, recognised and celebrated. Children are encouraged to take responsibility for their actions, consider the impact of their behaviour on others and work to restore relationships when difficulties arise.

Our values are woven throughout daily school life and across all learning environments, including classrooms, the hall, Forest School, swimming and activities beyond the school site. Through collective worship, PSHE, Relationships Education and everyday interactions, children are supported to develop empathy, resilience, honesty, respect and a growing sense of responsibility towards others.

The Wittersham Way

The Wittersham Way brings our values and expectations together into a clear and consistent whole-school approach. Rooted in Courage, Compassion and Cooperation, it underpins the behaviour and conduct we expect to see throughout our school and helps children understand what it means to learn, work and live well together.

The Wittersham Way encourages children to:

'On a voyage of discovery; learning and growing together in the light of God. '

- show Courage by making good choices, persevering and taking responsibility when things go wrong;
- show Compassion by being kind, respectful and considering how their words and actions affect others; and
- show Cooperation by listening, working together, including others and contributing positively to our school community.

Adults consistently use the language of the Wittersham Way to teach expectations and recognise and celebrate positive choices. When expectations are not met, the same values provide the foundation for reflection and restoration. Children are supported to understand what happened, consider the impact of their actions, put things right where possible and return positively to learning and to their school community.

In this way, the Wittersham Way is not simply a set of behaviour rules; it is the shared approach through which we help every child to learn, grow and flourish.

The Wittersham Way in the Classroom

The Wittersham Way is embedded within every classroom through a consistent whole-school behaviour system centred on our three Christian values of Courage, Compassion and Cooperation. Each classroom displays the three values and uses children's individual name cards to recognise and celebrate positive behaviour.

All children begin from a shared position of being ready to learn. Throughout the day, adults actively notice and recognise children demonstrating the Wittersham Way. A child's name may be moved to one of the three values when they are seen actively demonstrating that value.

Courage may be recognised when a child perseveres, embraces a challenge, makes a positive choice, speaks up appropriately or takes responsibility for their actions.

Compassion may be recognised when a child demonstrates kindness, considers the feelings and needs of others, offers help, shows respect or ensures that others feel included.

Cooperation may be recognised when a child listens to others, works positively as part of a group, shares, takes turns, supports others or contributes positively to the school community.

Adults use specific language when recognising these behaviours so that children understand why their choices are positive and how they reflect the Wittersham Way. This helps children to make meaningful connections between our Christian values and their everyday behaviour.

The classroom system is designed primarily to recognise and reinforce positive behaviour. Children's names are not publicly moved through a series of negative stages when expectations are not met. Minor incidents are addressed through calm reminders, redirection and reference to the Wittersham Way.

Where behaviour continues or requires greater reflection, the child is supported through an appropriate restorative response. This may include reflection time, a restorative conversation and, where appropriate, an opportunity to repair harm or make a positive contribution. Following restoration, children are supported to make a fresh start and return positively to learning.

The system is intentionally simple and does not require staff to maintain points, daily behaviour charts or extensive records for routine classroom behaviour. It provides a consistent, visible and positive approach through which Courage, Compassion and Cooperation remain central to behaviour and relationships across the school.

Restorative Practice

Our approach to behaviour management is rooted in restorative practice, enabling children to understand the impact of their actions, take responsibility for their choices and repair relationships where harm has occurred.

Restorative practice is not about removing consequences; rather, it ensures that consequences are meaningful, proportionate and support children to learn from their behaviour. Through consistent restorative approaches, we help children develop empathy, resilience, emotional regulation and the confidence to make positive choices in the future.

Staff use restorative conversations to encourage reflection and support children in understanding the effect their behaviour has had on themselves and others. Wherever possible, incidents will be resolved through discussion, reflection and relationship repair before further consequences are considered, unless the behaviour is serious enough to require immediate intervention.

Restorative conversations are led by the following questions:

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about since?
4. What has been the impact on you and on others?
5. What needs to happen to make things right?

Our aim is always to restore relationships, rebuild trust and help every child move forward positively.

Home–School Agreement

At Wittersham Church of England Primary School, we recognise that positive relationships, positive behaviour and successful learning are most effective when home and school work in genuine partnership. Our Home–School Agreement is a shared commitment between pupils, parents/carers, the school and governors, underpinned by our Christian values of Compassion, Courage and Cooperation.

We take a restorative approach to behaviour and relationships. We recognise that everyone can make mistakes and that these provide opportunities to reflect, learn, take responsibility, repair harm and restore relationships.

The School will:

- Provide a safe, nurturing and inclusive Christian environment where Compassion, Courage and Cooperation are lived out each day.
- Deliver a broad, rich and ambitious curriculum through high-quality teaching and learning.
- Promote positive behaviour and relationships through the Wittersham Way and our restorative approach.
- Maintain clear and consistent expectations while recognising that behaviour can be a form of communication.
- Listen to pupils and support them to reflect on their choices, understand how their actions have affected others and consider how things can be put right.
- Use meaningful restorative actions where appropriate. This may include repairing relationships or making a positive contribution to the school community, such as supporting at lunchtime, caring for shared spaces or litter picking.
- Ensure that restorative actions are purposeful, proportionate and appropriate, and are never used to shame or humiliate a child.
- Communicate openly and respectfully with parents/carers about progress, achievements, behaviour, well-being and concerns.
- Encourage pupils to take pride in themselves, their learning, their relationships and their school community.

Parents and Carers will:

- Support the school's Christian values of Compassion, Courage and Cooperation.
- Encourage their child to follow the Wittersham Way and understand how their choices affect themselves and others.

- Support the school's restorative approach, recognising that mistakes provide opportunities to learn, repair harm and make positive choices.
- Encourage their child to take responsibility for their actions and, where appropriate, make a positive contribution to put things right.
- Work respectfully and constructively with the school when concerns about behaviour, relationships, learning or well-being arise.
- Ensure their child attends school regularly, arrives on time, is ready to learn and wears the correct school uniform.
- Celebrate their child's achievements and support learning at home.

Pupils will:

- Show Compassion, Courage and Cooperation in all areas of school life.
- Follow the Wittersham Way and treat others with kindness and respect.
- Take responsibility for their actions, choices and learning.
- Be honest when something has gone wrong and have the courage to talk about what has happened.
- Listen to others and consider how their words and actions may have affected them.
- Work with adults and other pupils to repair harm and restore relationships.
- Be willing, where appropriate, to put something positive back into the school community through a meaningful restorative action, such as helping at lunchtime, caring for our environment or litter picking.
- Understand that restorative actions are about taking responsibility, repairing harm and moving forward positively.
- Work hard, listen carefully and respect the right of others to learn.
- Take care of the school environment and make a positive contribution to the wider school community.

Governors will:

- Support the school in maintaining high expectations for behaviour, relationships and conduct.
- Ensure that the school's approach to behaviour reflects its Christian vision and values and its commitment to restorative practice.
- Promote a safe, inclusive and respectful school environment in which every child is valued.
- Ensure that expectations, consequences and restorative approaches are fair, consistent, proportionate and appropriate.
- Monitor the implementation and effectiveness of the Behaviour and Restorative Practice Policy.

By signing the Home–School Agreement, all parties commit to working together to create a safe, respectful and compassionate school community in which relationships matter. When things go wrong, we will work together to reflect, take responsibility, repair harm, restore relationships and move forward positively.

Rewards and Recognition

At Wittersham Church of England Primary School, we believe that positive behaviour should be recognised, celebrated and reinforced. We encourage children to make positive choices by acknowledging effort, perseverance, kindness and the consistent demonstration of our Christian values of Compassion, Courage and Cooperation.

Recognition is used to motivate, encourage and build children's confidence, helping them to understand that positive behaviour contributes to a happy, safe and successful school community.

Positive behaviour may be recognised through:

- explicit praise and encouragement from staff;
- verbal praise from peers, staff and the Headteacher;
- written praise and positive feedback in children's work;
- house points awarded for demonstrating the Wittersham Way;
- stickers, certificates and celebration awards;
- recognition during Celebration Worship;
- positive phone calls, emails or conversations with parents and carers;
- class reward systems, such as marble jars, class targets or whole-class rewards; and
- opportunities to take on additional responsibilities and leadership roles within school.

Celebrating positive behaviour is central to our restorative approach. By recognising children who consistently demonstrate kindness, resilience, honesty and respect, we promote a culture where positive relationships flourish and every child is encouraged to become the very best version of themselves.

Restorative Responses and Consequences

Positive behaviour is encouraged through praise, encouragement, consistent expectations and recognition of children who demonstrate the Wittersham Way.

Where behaviour falls below our expectations, staff will always seek to understand the reason behind the behaviour and respond in a calm, consistent and restorative manner. Wherever possible, restorative conversations and relationship repair will take place before consequences are applied.

Consequences are intended to support learning rather than punish. They will always be reasonable, proportionate and designed to help children understand the impact of their choices while maintaining the dignity of every child.

Restorative Responses

Restoration is about helping children to understand the impact of their choices, take responsibility, repair relationships and move forward positively. Restorative responses will be appropriate to the individual child, the circumstances and the impact of their behaviour.

Examples of restorative responses may include:

- a restorative conversation with an adult or another child;
- reflecting on what happened, who was affected and what could be done differently next time;
- offering a genuine apology, where appropriate;
- repairing or replacing something that has been damaged;
- taking action to put right the impact of their behaviour;
- rebuilding trust or relationships through supported conversations; and
- making a positive contribution to the school community, such as helping at lunchtime, caring for our school environment, litter picking or another agreed act of service.

Where a child is asked to make a positive contribution to the school community, this will always be restorative rather than punitive. The purpose is to provide a meaningful opportunity for the child to put something back into their community, understand the impact of their choices and demonstrate responsibility, cooperation and care for others.

Restorative responses are not about punishment or humiliation. They are intended to support children to learn from what has happened, repair harm where possible and make positive choices in the future.

Consequences for Continued or Serious Behaviour

Where behaviour continues despite support and restorative approaches, or where behaviour is more serious in nature, an appropriate consequence may be required. Consequences will be proportionate, considered in the context of the individual child and used alongside opportunities for reflection, restoration and repair.

Depending on the nature, frequency and impact of the behaviour, consequences may include:

- loss of part of break or lunchtime;
- reflection time with an appropriate adult;
- behaviour monitoring for an agreed period;

- meetings with parents or carers;
- an Individual Behaviour Support Plan;
- internal suspension or suspension, where appropriate; and
- permanent exclusion in exceptional circumstances and in accordance with Department for Education guidance.

Consequences are not used to shame or humiliate children. Their purpose is to establish clear boundaries, protect the safety and learning of the school community, support children to take responsibility for their behaviour and help them make more positive choices in the future.

Wherever appropriate, a consequence will be accompanied by a restorative response so that the child has an opportunity not only to reflect on what has happened, but also to repair harm, rebuild relationships and successfully rejoin the school community.

Exclusions

At Wittersham Church of England Primary School, we are committed to maintaining an inclusive learning environment where every child is supported to succeed. We believe that exclusion is a serious intervention and will only ever be considered when all reasonable and appropriate strategies have been explored, or where a child's behaviour presents a significant risk to the safety, wellbeing or education of others.

Our restorative approach means that we seek to understand the reasons behind behaviour, work collaboratively with pupils and families, and implement supportive interventions to promote positive change before exclusion is considered wherever possible.

Prior to any suspension, the school will, where appropriate:

- implement an Individual Behaviour Support Plan;
- work closely with parents and carers;
- seek advice from the SENCO and, where appropriate, external agencies;
- consider any additional needs, disabilities or safeguarding concerns that may be influencing behaviour;
- implement reasonable adjustments where appropriate; and
- explore restorative strategies and targeted interventions to support improved behaviour.

Where suspension is necessary, the school will follow all current Department for Education statutory guidance. Parents and carers will be informed without delay, appropriate records will be maintained and the Local Authority will be notified where required.

Following any suspension, a reintegration meeting will take place with the pupil, parents or carers and relevant members of staff. This meeting will focus on restoring relationships, reflecting on the incident, identifying any additional support required and agreeing clear strategies to enable the pupil to return successfully to school.

Permanent exclusion will only be considered as a last resort where all appropriate interventions have been exhausted, or where a single incident is so serious that allowing the pupil to remain in school would seriously harm the education or welfare of others. Any decision to permanently exclude a pupil will be made in accordance with current statutory guidance and with careful consideration of the individual circumstances of the case.

Use of Outside Agencies

At Wittersham Church of England Primary School, we are committed to ensuring that children receive the right support at the right time. Where a pupil requires additional behavioural, emotional or pastoral support beyond that ordinarily available within school, advice and guidance will be sought from appropriate external professionals and agencies.

Support may include consultation with:

- Kent County Council Professional Resource Group (PRG);
- Specialist Teaching and Learning Service (STLS);
- Educational Psychology Service;
- Early Help and Family Support Services;
- Children's Mental Health Services;
- health professionals, including Paediatricians, Occupational Therapists and Speech and Language Therapists;
- Children's Social Care, where appropriate; and
- other specialist services commissioned by Kent County Council.

Referrals will be made in partnership with parents and carers wherever possible and will be informed by a graduated approach to support. The school will ensure that appropriate interventions have been implemented, reviewed and evaluated before seeking additional specialist advice, unless the urgency or complexity of the child's needs requires immediate involvement from external services.

Detailed and accurate records of significant or persistent behaviour, interventions, reasonable adjustments, outcomes and communication with families will be maintained through CPOMS and other appropriate documentation. These records support effective multi-agency working, inform referrals and enable the school to monitor the impact of interventions over time.

The school recognises that behaviour may be linked to underlying special educational needs, disabilities, mental health needs or safeguarding concerns. We will always seek to understand the reasons behind behaviour and work collaboratively with families and external professionals to ensure every child receives the support they need to succeed.

Monitoring

The effectiveness of this policy will be monitored through:

- regular staff, phase and Senior Leadership Team meetings;
- ongoing analysis of significant, persistent and repeated behaviour incidents and CPOMS records;
- review of behaviour data and trends;
- feedback from pupils, staff and parents;
- Pupil Progress Meetings, where behaviour, wellbeing and barriers to learning are considered;
- Governor monitoring visits and reports;
- review of Individual Behaviour Support Plans and intervention outcomes; and
- evaluation of the overall school culture, ethos and the consistent implementation of the Wittersham Way.

The Headteacher and Senior Leadership Team will review behaviour data regularly to identify trends, evaluate the effectiveness of strategies and ensure that behaviour support remains consistent, fair and inclusive across the school.

We recognise that every child is unique and that behaviour support should be responsive to individual needs. Where appropriate, personalised Behaviour Support Plans will be developed in collaboration with pupils, parents, the SENCO and external professionals. These plans will identify strengths, barriers to success, reasonable adjustments and agreed strategies to help pupils regulate their behaviour, develop positive relationships and achieve success within school.

Recording Behaviour Incidents on CPOMS

CPOMS (Child Protection Online Management System) is used to record significant, persistent or repeated incidents of negative behaviour. Routine classroom reminders, redirection and minor incidents that are resolved successfully through the Wittersham Way do not ordinarily require a CPOMS record.

This ensures that recording remains proportionate while enabling the school to identify patterns, monitor concerns and provide appropriate support where behaviour is having a significant or ongoing impact.

Recording

- Staff record significant, persistent or repeated incidents promptly and factually, in line with their training and whole-school expectations.
- Each record includes relevant details of the incident, actions taken and outcomes.
- Behaviour entries may be linked to individual pupils, groups or specific locations within the school where appropriate.

Flags and Categories

- Appropriate behaviour flags and categories are used consistently to support the identification of patterns and areas of concern.
- Behaviour may also be recorded under relevant safeguarding categories where appropriate, including where behaviour is linked to emotional wellbeing, SEND or other safeguarding concerns.

Monitoring and Oversight

- Class teachers and the SENCO review relevant behaviour records to identify emerging patterns.
- Senior Leaders monitor behaviour entries to ensure timely intervention and evaluate the effectiveness of strategies.
- Governors receive appropriate anonymised reports and data summaries to support strategic oversight.
- Behaviour trends are analysed to inform staff training, interventions and the ongoing development of the school's approach to behaviour.

Communication and Follow-up

Where appropriate, a behaviour record may result in:

- a restorative conversation with the pupil;
- communication with parents or carers;
- review by the class teacher, SENCO or Senior Leadership Team;
- referral to the Designated Safeguarding Lead (DSL), where safeguarding concerns are identified;
- implementation or review of an Individual Behaviour Support Plan;
- referral to appropriate internal interventions or external support services where additional needs are identified; or
- ongoing monitoring to identify patterns, evaluate interventions and inform future support.

Significant, persistent or repeated incidents will be reviewed by the Senior Leadership Team

and responded to in accordance with the school's Behaviour and Restorative Practice Policy, Safeguarding and Child Protection Policy and graduated approach to behaviour support. Wherever possible, restorative approaches will be used alongside appropriate consequences to rebuild relationships, promote accountability and support positive behaviour change.

Review

This policy will be reviewed annually by the Governing Board, or sooner if required in response to changes in legislation, statutory guidance or the needs of the school community.

The effectiveness of the policy will be evaluated through the ongoing analysis of behaviour data, pupil voice, staff and parent feedback, governor monitoring and the review of behaviour trends and intervention outcomes. This information will be used to ensure the policy continues to promote a positive, inclusive and restorative culture that reflects the school's Christian vision and values.

Staff will have opportunities to contribute to the review process, ensuring the policy remains consistent, practical and responsive to the evolving needs of our pupils and wider school community.

Appendix 1: Behaviour Guidance and Responses

At Wittersham Church of England Primary School, behaviour is viewed as a learning opportunity. Staff respond consistently, calmly and fairly, using restorative approaches to help children understand the impact of their behaviour, repair relationships and make positive choices. Whilst consequences are sometimes necessary, they are always proportionate and intended to support learning rather than punish.

Low-Level Behaviour

Examples include:

- calling out during lessons;
- distracting others from learning;
- not listening to instructions;
- making unnecessary noises;
- off-task behaviour;
- forgetting classroom expectations; and
- minor disruption to learning.

Staff response:

- gentle reminder of expectations;
- positive redirection;
- opportunity to correct behaviour;
- praise when positive choices are made;
- restorative conversation if appropriate; and
- reflection time if behaviour continues.

Moderate Behaviour

Examples include:

- repeated disruption following reminders;
- answering back to adults;
- name-calling;
- deliberately ignoring instructions;
- throwing objects;
- misuse of school equipment; and
- deliberately refusing to follow agreed expectations.

Staff response:

- calm discussion regarding behaviour;
- restorative conversation;
- reflection time within or outside the classroom;
- repairing relationships where appropriate;
- parent or carer informed where necessary; and
- support from another member of staff if required.

Serious Behaviour

Examples include:

- physical aggression towards another child;
- leaving the classroom without permission;
- deliberate damage to school property;
- persistent refusal to follow adult instructions; and
- behaviour placing others at risk.

Staff response:

- immediate intervention by a senior member of staff where appropriate;
- child supported to regulate before restorative discussion;
- parents or carers informed;
- incident recorded on CPOMS;
- appropriate consequence applied; and
- behaviour support considered if patterns emerge.

Severe Behaviour

Examples include:

- violence towards another pupil or adult;
- bullying, including discriminatory language or behaviour;
- serious or targeted abusive language towards another pupil or adult;
- serious intimidation or threatening behaviour; and
- deliberate actions likely to cause significant harm.

Staff response:

- immediate involvement of the Headteacher or Senior Leadership Team;
- parents or carers contacted;
- incident recorded on CPOMS;
- restorative meeting held when appropriate;

- Individual Behaviour Support Plan reviewed or implemented; and
- suspension considered where appropriate and in line with statutory guidance.

Persistent Behaviour

Examples include:

- repeated disruption despite interventions;
- persistent refusal to follow expectations;
- ongoing aggressive behaviour;
- repeated bullying; and
- behaviour significantly affecting the learning or wellbeing of others.

Staff response:

- Individual Behaviour Support Plan implemented;
- SENCO involvement;
- parent or carer meetings;
- consideration of reasonable adjustments;
- referral to external agencies where appropriate; and
- multi-agency support through the graduated approach.

Exceptional Circumstances

Examples include:

- a single incident of extreme violence;
- serious assault;
- behaviour presenting a significant risk to the safety or welfare of others; and
- repeated serious breaches of the Behaviour and Restorative Practice Policy despite extensive support.

Staff response:

- immediate involvement of the Headteacher;
- parents or carers contacted;
- incident recorded on CPOMS; and
- suspension or permanent exclusion considered in accordance with Department for Education statutory guidance.

Personalised Behaviour Support

The school recognises that a child's behaviour may be influenced by their individual needs, experiences, development or circumstances and that children may require different levels of support to meet expectations. A one-size-fits-all approach is therefore neither appropriate nor effective.

Where behaviour is persistent or linked to additional needs, Individual Behaviour Support Plans will be developed collaboratively with pupils, parents or carers, class teachers, the SENCO and, where appropriate, external professionals. These plans focus on identifying strengths, understanding triggers, removing barriers to success and implementing personalised strategies that enable children to regulate their emotions, repair relationships and make positive choices.

The effectiveness of Individual Behaviour Support Plans will be reviewed regularly to ensure interventions remain appropriate and continue to meet the individual needs of the pupil.

Appendix 2: Wittersham Way



Appendix 3 - Home School Agreement



'On a voyage of discovery; learning and growing together in the light of God. '

Appendix 4

Celebrating the Wittersham Way

Our approach to behaviour is rooted in the Wittersham Way and our three school values: Courage, Compassion and Cooperation. We want children to understand that positive behaviour is not simply about following rules, but about the choices we make, how we treat one another and the contribution we make to our school community.

Across the school, staff will actively notice, recognise and celebrate children demonstrating our three Cs. Children may be recognised for showing courage in their learning and choices, compassion towards others, or cooperation when working and playing together. This creates a consistent, positive approach in which our values become part of everyday school life.

Where things do go wrong, restorative approaches remain at the heart of our practice. Children are supported to reflect on what happened, consider their thoughts and feelings, understand the impact on others and identify what needs to happen to make things right. This ensures that mistakes become opportunities to learn, repair relationships and move forward positively.

By celebrating the behaviours we want to see and using restorative conversations when support is needed, we aim to help every child understand, demonstrate and live out the Wittersham Way.



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