



Aspire
Educational Trust

Victoria Road Primary School

Behaviour Policy

Signed by:

Sue Minor

Headteacher

Date:

Aug 2023

Andrew Cooper

Chair of governors

Date:

Sep 2023

This policy is divided into the following elements:

- STATEMENT OF INTENT
- LEGAL FRAMEWORK
- ROLES AND RESPONSIBILITIES
- DEFINITIONS
- STAFF INDUCTION, DEVELOPMENT AND SUPPORT
- INFORMATION, EXPECTATIONS, PRACTICE AND PROCEDURES FOR ALL STAFF
- SPECIFIC BEHAVIOUR RULES, REWARDS AND SANCTIONS FOR KEY STAGE 1, KEY STAGE 2, RECEPTION AND NURSERY
- ADJUSTMENTS TO ROUTINES
- USE OF REASONABLE FORCE
- LUNCHTIME ARRANGEMENTS
- BULLYING
- EXCLUSIONS
- EQUAL OPPORTUNITIES

Statement of intent

Victoria Road Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and addressing misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences (ACEs), including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Anti-bullying Policy
- Appropriate Touch Policy

Roles and responsibilities

The governing board (LAC) will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Senior Leadership Team will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO & SLT will be responsible for:

- Collaborating with the governing board, head of school, executive head and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Head of school
 - Subject leader.
- As authorised by the head of school, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission

- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff Induction, Development And Support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Information, Expectations, Practice And Procedures For All Staff

The School has agreed 3 rules which can be explained to pupils of any age or ability. These are:

Be kind

Be safe

Be ready

They form the over-arching rules for behaviour throughout the school and are prominently displayed around the buildings, as well as being referred to in whole school and departmental assemblies. Adults in school have a responsibility to be role models for the pupils in their care to reinforce good behaviour, politeness and mutual respect.

General Guidelines for Controlling Behaviour and Encouraging Positive Attitudes

1. Insist on politeness and manners at all times.
2. Be aware of your body language - keep your body posture relaxed and calm.

3. Treat children as fairly as you can – a short term investment of time spent investigating, enabling you to be as fair as possible, will reap long term rewards of their trust and respect for you.
4. Use assertive language i.e. “I need you to ...”, “It’s time to ...”, “When you’ve ... then you may ...”
5. Do not get involved in arguments with children. Deal with this by taking the child to one side away from an audience.
6. Use positive phrasing which shows that the behaviour choice is unacceptable, not the child themselves.
7. Make it clear which rules are being broken, or being positively met.
8. Wherever possible talk through problems with children – try to de-escalate problems in the early stages.
9. Anticipate problems before they happen and try to prevent them or plan for an alternative.
10. Ensure that our teaching and behaviour encourages pupils to engage in safe, responsible, co-operative behaviour and that we regularly catch children being good.
11. Do not let the children make you annoyed and never lose your temper.
12. Give clear, enforceable consequences.
13. Try not to back the child into a corner where s/he might become defiant.
14. Offer solutions which you can both agree are acceptable, making sure you're still in control.
15. Take your time. Don't react without thinking. This gives the impression that you are calm and in control
16. Remember that you may need to wait for a child to calm down before sanctions are discussed/given.
17. ***Be appreciative of the children who - play well in the playground; have good manners; have good behaviour.***

General behaviour strategies in the Classroom will include:

- Well-known 3 rules for all children which are displayed and referred to in class and reinforced in some whole-school and departmental assemblies.
- Establishing a calm and purposeful working atmosphere.
- Having a clearly defined "workshop" environment which allows the children an increasing measure of independence as they mature. The way that this is set up and used must be made explicit to all children.
- Calmly dealing with any problems as soon as they occur.
- Actively praise good behaviour, ignoring attention-seeking for its own sake.
- Making it clear to the children that certain types of behaviour are unacceptable and that we are not criticising the personal self-esteem of individuals.

General behaviour strategies for all supervisors outside the classroom will include:

- Remembering that break times should be an enjoyable part of the day for children but that supervisors are also responsible for controlling the behaviour of the pupils in their care and need to have the proper authority to develop this aspect of their role. It may well be that some children are related to or have very informal relationships with supervisors outside school. This will make it very difficult for the supervisor to take a different role, which involves controlling pupil behaviour, if the children are over-familiar. It therefore requires an element of "professional distancing" which is an essential part of any supervisory role.
- Moving around the school grounds, visually scanning the area to anticipate potential difficulties and engaging in conversation with pupils. It will also involve staff directly initiating play activities.
- If any teacher or supervisor suspects that there may be a problem concerning pupil behaviour they should investigate the situation straight away. This should be done quietly and calmly.
- Following the specific duties outlined in "Lunchtime Arrangements" which also apply to other breaks in the school day.

Use of Sanctions

Any sanction which is used to control behaviour must take into consideration the character of the individual involved. Some sanctions will be effective with one child but inappropriate for another. Knowing the children well is an important part of any supervisor's role. We all know that some children would find a brief verbal reprimand quite sufficient while others will take very little notice. Without a sound knowledge of the children in our care it is difficult to get the type of sanction right. It is also very important to know **who** has misbehaved and **what** they have done. This is not always easy to detect, especially if three or four children have completely different versions of the same incident. It is always worth taking time to find out exactly what has been happening if the incident was not directly observed by the supervisor on duty. This may mean stopping the games of all the children who might have been involved or might have heard something! It is the only way to be fair to the aggrieved child and avoids a situation whereby the child who was the aggressor may feel that s/he can do the same again without repercussions!

Bearing this in mind the following sanctions may be used:

- Removing a child from any safety hazard (e.g. misuse of playground equipment, skipping ropes etc.) as soon as this is observed.
- Discussing the behaviour in question and restoring.
- A verbal reprimand in which the "ground rules" for good behaviour are emphasised.

- Isolating a child from others for short periods of time (e.g. sitting alone for a few minutes to "calm down").
- Losing playtime, or a part of it, if appropriate. The children concerned should be given work to finish or a task to do in this time, but not left completely unsupervised since this may lead to further misbehaviour.
- Referring **SERIOUS** misconduct directly to the Head of Department, Deputy Head or Headteacher.

Our Systems

We teach children about how their brain works through the **My Happy Mind** programme. This enables pupils to self-regulate and take greater responsibility for their behaviour and learning.

We track individual behaviour by recording good and inappropriate behaviour to ensure that pupils are treated **fairly and correctly**.

We have 3 *rules* that we use across the whole school and these are the rules that everyone must follow. Judgements about behaviour are made against these rules, whereby *Class Dojos and sanctions* will be given to children accordingly. A copy of the rules are displayed in each classroom.

Positive Strategies:

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' -Paul Dix

Dojo Rewards - Individual

A Dojo point is awarded to a child for showing behaviours linked to the Victoria Road rules. All staff can reward dojo points.

- Be Kind
- Be Safe
- Be Ready

A Dojo can also be awarded for Teamwork & Working Hard.

1 DOJO REWARDED AT A TIME! The Dojo points will go to the house totals.

Pupils will also work towards individual awards:

Bronze for 100

Silver for 200

Gold for 300 Dojos received

These will be celebrated with the awarding of a certificate and treasure chest prize. (Heads' Room)

Certificates will be awarded in weekly celebration assemblies. The certificates and awards will be: My Happy Mind, Amazing Achiever of the Week (with reason). Houses – Dojos, Tidy Shark, Attendance.

Where appropriate, rewards may be enhanced (secondary reward) by an individual member of staff but must not include sweets.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.' -Paul Dix

Sanctions:

We have a "Four Step Consequences Plan" to support all staff in managing poor behaviour (see appendix). To track individuals and classes, every teacher uses a weekly record sheet to record any poor behaviour for individuals.

We endeavour to ensure that the rewards are many more than the warnings; research shows that the 'magic 5:1 ratio' is effective. We believe that behaviour systems don't work unless the praise is forthcoming for **all** the students.

We believe that this system, alongside our expectations for good manners lead to the high standards of behaviour that are frequently commented upon by visitors to the school.

Adjustments To Routines

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

USE OF REASONABLE FORCE

Whilst the law allows adults to use reasonable force on children in certain circumstances, at Victoria Road Primary School this would be solely to prevent a child from harming either him/herself (e.g. stepping off a kerb onto a busy road), causing serious harm to others or serious damage to property. In other words, this would generally be in an emergency when an adult's physical intervention was both necessary and essential to the wellbeing of the child or his peers. However, it is acknowledged that this would only happen very rarely, if at all.

The majority of staff have been trained in very specific reasonable force techniques as part of the nationally approved Team Teach training in the use of positive handling. For particular pupils, with recognised emotional and behavioural problems, it is possible that some kind of reasonable force may be appropriate occasionally. If this is the case, then the techniques, and each incident will be logged in a file specifically for this purpose. Parents will always be informed if this has occurred.

Please refer to the Positive Handling Policy for further information.

Lunchtime Arrangements

Lunchtime Supervisors are responsible, for helping with the care and supervision of pupils during the mid-day period. The work is carried out in the dining room, throughout the school and in the playground. The exact duties will be laid down by the SLT in accordance with the specific needs of the school.

General Duties Of Lunchtime Supervisors at Victoria Road Primary School

To have read the school's Behaviour Policy and to follow this in all communications with the children. The 3 *rules* should form the basis for praise and sanctions.

Lunch Time Awards

Lunchtime Rules

All staff to hand out verbal praise and stickers for following the lunchtime rules.

WHEN THE CHILDREN ARE INSIDE SCHOOL

Care and supervision of children including:

- Control of groups or queues waiting for service.
- Supervision and control of table behaviour, assistance with cutting up food and, if necessary, assistance with food distribution.
- Supervision of return of plates.
- Making sure that all groups behave sensibly, are polite and well-mannered.

- To assist in any other ways which will help with the smooth-running of the meal-time period.

WHEN THE CHILDREN ARE OUTSIDE SCHOOL

- Care and supervision of children in the playground and other parts of the school, including toilets, as necessary.
- Rewarding children for good behaviour by using verbal praise, stickers etc. in accordance with the schools reward system.
- Dealing with any discipline problems which may arise, in a fair and consistent manner, by following the strategies described in this policy.
- Immediately referring any **serious** misconduct directly to a member of the SLT.
- Supervision of children's playtime activities. Encouraging the children to play together by being with them and suggesting activities.
- To make sure that no children are playing ***in areas designated as “out of bounds” or in any area which is out of sight.*** All supervisors must be extremely vigilant or there is a real danger of children wandering into the fields and shrubbery around the school site and being tempted to go near the perimeter fence.

FIRST AID

- To be responsible for rendering First Aid in the case of a simple accident or for calling for assistance in more serious cases.
- ***Under no circumstances must children be allowed independent access to a First Aid Kit or to apply their own plasters or dressings.***
- Accidents to be reported as stated in the school's Administration of Medicines and First Aid Policy.
- To enter details of accidents in the School Accident Book as they arise or, if this is impracticable, as soon as possible afterwards.

WET PLAYTIME ARRANGEMENTS DURING THE LUNCH BREAK

It is important for all supervisors to discourage any behaviour which is inappropriate for the classroom (e.g. running, shouting, boisterous games etc.) and encourage children to become involved in quiet activities and games which are not disruptive.

GENERAL

Such other reasonable duties as the head of school or executive head may assign.

Bullying

Please see the Anti-Bullying Policy

Suspensions & Exclusions

Please refer to the Trust Suspension & Exclusions Policy.

Equal Opportunities

In all our teaching, and both formal and informal contacts with children, we aim to ensure that no child is discriminated against on the basis of gender, race, special educational needs, disability or social background, as defined by the protected characteristics in the Equality Act 2010. All our pupils should have an equal opportunity to access all aspects of the curriculum and school life.

Our school ethos can have a major influence on children's attitudes and can bring about positive change. The awareness and promotion of equality of opportunity and freedom from discrimination for all our children is paramount. This is an intrinsic part of all school documentation, whether stated explicitly in individual policy documents or not.

Appendix 1

At Victoria Road Primary School
we **NURTURE, INSPIRE & ACCOMPLISH** together.

To do this we follow 3 simple rules...

Be Kind	<p>To all around you. Humans, animals and property.</p> <p><u>How can you show this?</u></p> <p>Think before acting, share with others, show respect, positive leadership, support others, consider your environment, respect bodies, use the right words.</p>
Be Safe	<p>Keep yourself and others safe.</p> <p><u>How can you show this?</u></p> <p>Use equipment correctly, walk inside school, follow instructions and safety drills, follow online safety rules, respect privacy, listen to registers, check before crossing roads.</p>
Be Ready	<p>Be ready to learn, ready to go and ready to listen.</p> <p><u>How can you show this?</u></p> <p>Listening, looking, equipment ready, have a good night's sleep, eating healthy meals, staying hydrated, coming in ready, transition, respect learning time, toilet trips at suggested times, problem solving</p>

<p>Possible CONSEQUENCES :-</p> <ul style="list-style-type: none"> - Apology to the person you stopped learning; teacher etc - Card/picture/letter to them or the class teacher - Restorative conversation - If something has happened for a while- Motivational interviewing technique- how much do you want to change this behaviour- 0-10; how can I move that to a 10; what will help; set a target to improve and work towards it 	
<u>Behaviour we wish to change</u>	<u>Possible responses</u>
Stopping another child from learning	Any from bank above
Hurting another child	<p>At play- it is important that the victim feels safe and that the person hurting knows that they can only play out unsupervised if they are not going to hurt otherwise the consequence is supervised play; They may need to stay with lunch supervisors through the lunch or have playtimes away from their KS. They will need a restorative conversation using questions listed below</p> <p>In class- it maybe that the child will need to work out of class for a period of time on order to ensure that the children feel safe and the child is taught self-regulation strategies in order to respond differently next time- they will need a restorative conversation using questions listed below.</p>
Making a mess	Clean it up (offer help if needed so they do not get overwhelmed)
Using disrespectful language	Any from bank above; if this continues work with parent and/or child to count how many times it has happened and set targets to improve
Interrupting an adult when talking to the rest of the class	<p>Any from bank above</p> <p>Positive reinforcement targets to work towards to earn house points; ipad time; stickers;</p> <p>Never acknowledge answers that are shouted out</p> <p>Use cards out of the lollypop/name jar to choose which child is answering</p> <p>If happens a lot- give them an ideas book so that they can record their answers</p>
Wriggling and lack of focus on adult	<p>Teach and then ask them to 'Show me good sitting'- reward good sitting</p> <p>Teach and then ask them to 'Show me good listening'- (looking at the speaker; sat with both feet on the floor; hands on the desk) reward good listening</p>
Teach self-regulation strategies	<p>Meditation</p> <p>Breathing exercises</p> <p>Recognising our emotions</p>
Worry boxes Time out space Reminder cards	<p>All classes have a worry box – checked regularly</p> <p>All classes have a time out space</p> <p>All children know where to go for time out and are trained to use</p> <p>The behaviour reminder cards are used to remind the adults and children what they can do when things are going wrong.</p>

Restorative discussion questions

- That there is a restorative discussion where the child who has hurt another is helped to understand the impact of their actions
 1. What happened?
 2. What were you thinking at the time?
 3. What have you thought since?
 4. How did this make people feel?
 5. Who has been affected?
 6. How have they been affected?
 7. What should we do to put things right?
 8. How can we do things differently in the future?

What happens if I break the rules?

STEP 1 - TWO VERBAL WARNINGS

- clear verbal warnings stating which rule has not been followed.

For example:

"I have noticed you are talking, which tells me you are not ready to learn. This is your first warning." then "You haven't followed the instructions I have given and are now disrupting the learning of you peers. Please show kindness to your peers and show me you are ready. This is now your second warning."

STEP 2 - FIVE MINUTES "REFLECTION TIME"

- Followed by restorative conversation between adult and child. This might be supported with a comic strip conversation (visual) where needed.

For example, using the restorative script: "You have had two warnings for talking. What happened? Who has been affected? What have we learned from this?"

STEP 3 - TEN MINUTES "REFLECTION TIME"

- This consequence is if the child is already on step 2 but continues to make inappropriate behaviour choices. This time will then be repaid at a playtime, lunchtime or other appropriate time.

Followed by restorative conversation between adult and child. This might be supported with a comic strip conversation (visual) where needed.

STEP 4 - KEY STAGE LEAD/SLT

- restorative conversation/parents informed/log on CPOMS. A further consequence will be discussed with the class teachers and senior leaders as to what is appropriate e.g. external suspension, missed lunch and break time, work outside classrooms, missed time at after school clubs etc.

IMMEDIATE STEP 4

VIOLENCE, UNACCEPTABLE LANGUAGE, DESTRUCTION

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you to be more regulated in the classroom. Once this contract is in place, everybody will work together to help you to achieve your goals.

Pupil name: _____ Date: _____

My goals









To prevent my distressed/distracted behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate distracted/distressed behaviour, you can help me by:

1. _____

2. _____

3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

