



Behaviour and Relationships Policy

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Adopted by the Governing Body:	December 2024
Signed: Chair of Governors: Julian Campbell	Date: 06/12/24
To be Reviewed:	Autumn 2026



'In the light of Christ we will shine together'

Jesus said: I am the light of the world. John 8.12

Live as children of light – for the fruit of light is all that is good and true and right. Ephesians 5.8-9

Our ambition is to serve our community by providing an excellent education, which is inclusive and distinctive within the context of Christian belief and practice, upholding our values in the daily life of the Academy and in our relationships with others.

INTRODUCTION

As a Church of England school, our behaviour policy is informed by Christian values which underpin every aspect of our community's life and work, including our curriculum. These values are firmly rooted in the teachings of Jesus. We live out this vision through the words:

In the light of Christ we will Shine together.

Through this vision we are reminded of the promise God made to us, a promise to love and care for us and the world as he shines down upon us. In turn, we make a promise to ourselves and to each other to be the best we can be and to shine brightly to glorify him and all of his works. Together we learn to become more like Jesus recognising that it is in a relationship with each other that we all achieve more and shine brighter.

Our values guide us, ground us and bind us together as a community.

We create a positive and compassionate learning environment in which all children can flourish, shine and reach their full potential as God intended. We aim for all to experience what it means to live as a member of an accepting and forgiving community, a place where everyone has the right to equal individual recognition and respect, together with the responsibility to ensure others receive it. We are committed to the continuous development and flourishing of every child and celebrate achievement in all its forms. We develop relationships based on respect, acceptance, forgiveness and compassion between all members of the school community, including parents and members of the Governing Body. Everyone within the school family has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

1. AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour



- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy complies with legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for Principals and school staff, 2016
- Behaviour in schools: advice for Principals and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and child referral units in England 2017
- suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement - 2022
- Use of reasonable force in schools
- Supporting children with medical conditions at school

It is also based on the:

- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - ❖ Sexual comments



- ❖ Sexual jokes or taunting
- ❖ Physical behaviour like interfering with clothes
- ❖ Online sexual harassment, such as unwanted sexual comments and messages (including on social media), upskirting, sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - ❖ Knives or weapons
 - ❖ Alcohol
 - ❖ Illegal drugs
 - ❖ Stolen items
 - ❖ Tobacco and cigarette papers
 - ❖ Fireworks
 - ❖ Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the child).

4. SCHOOL BEHAVIOUR CURRICULUM

- 4.1. Teachers and support staff work to give every child the skills and confidence that will enable them to shine brightly and make good choices in their lives; this extends to the choices that are made in terms of behaviour.
- 4.2. We expect the highest standards of good behaviour from everyone in our school; all members of staff, children, parents and visitors.
- 4.3. We want all to shine brightly together.
- 4.4. Our expectations and this policy applies equally to all school based activities, educational visits and extended school events.
- 4.5. As well as the above, we ensure that we:
 - eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
 - advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - foster good relations between people who share a protected characteristic and people who do not share it.



5. ADULTS WILL

- Model 'Be Ready, Respectful, Safe'
- Treat all members of our school community with respect and compassion
- Be calm, consistent and fair - not shouting or responding emotionally to poor behaviour
- Meet and greet children at the door of their classrooms
- Model positive relationships and respect when building relationships
- Plan lessons that engage, challenge and meet the needs of all children
- Use visible recognition boards throughout the school day to reinforce positive behaviour
- Model forgiveness and a new beginning in their relationships with both adults and children
- Prevent before sanctions - staff make use of non-verbal and quiet reminders to help children remain on task or get the attention of the class
- Follow up behaviours with reflective dialogues
- Accept others for who they are, as they are
- Never ignore a child who presents challenging behaviour

6. CHILDREN WILL

- Be respectful and thoughtful towards all members of our school community
- Adhere to "Be ready, Be respectful, Be safe" both in school and outside on the playground
- Speak politely, listen carefully, looking at the person speaking to them and share considerate manners at all times
- Walk around school quietly, hold doors open and share a polite message e.g. "Have a good day", "You're welcome", "Can I help you?"
- Enter the hall for collective worship and lunch in a calm, quiet manner
- Use lesson time for learning, concentrate on their work and allow others to concentrate on theirs
- Seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong-doing
- Maintain the same high standards of behaviour in after school clubs
- Appreciate that they are representing the school when taking part in educational visits or tournaments, maintaining an exemplary standard of behaviour at all times.

7. PARENTS WILL

- Make children aware of the appropriate good behaviour required in school
- Encourage independence and self-discipline
- Show an interest in all their child does in school
- Support the school in implementing this policy
- Be aware of the school rules
- Keep school informed of behaviour difficulties or traumas experiences at home that may affect their child's behaviour in school
- Behave in a respectful manner towards all school staff - incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will not be accepted, and may result in further action being taken.
- We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. We will inform parents immediately if we have concerns about their child's welfare or behaviour.



8. CONSISTENCY IN PRACTICE

At St Mary's, every adult takes responsibility for behaviour. Routines and habits are relentlessly taught and maintained. These include:

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour and our school promise to shine brightly
- Consistent follow up: Ensuring 'certainty' at the classroom, key stage and senior management level. Avoid passing problems up the line, staff taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent, simple rules: referencing promoting appropriate behaviours that are accessible through icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, staff as role models for learning, staff learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception
- Consistent environment: Display the quality of a good Church of England primary school, consistent visual messages and echoes of our vision and core Christian values, positive images of learners rather than marketing slogans.

9. RECOGNITION

“Save your emotion, passion, enthusiasm and excitement for when it has most impact - when
behaviour is over and above”
Paul Dix

- 9.1. Here at St. Mary's we want all children to shine brightly. We reward positive behaviour rather than merely deterring poor behaviour. We promote and model our values. For example, through demonstrating respect, integrity and compassion. We praise and reward acceptable behaviour rather than repeatedly focusing on undesirable behaviour.
- 9.2. We make use of 'Recognition Boards' in classrooms to identify where children are caught demonstrating the behaviours we value at St Mary's. We celebrate this as a community together.
- 9.3. We use the language of 'choice' and 'promise' and stress that children must choose to either behave in an acceptable manner or accept the consequences. At all times, children are encouraged to 'fix' their behaviour so that no further consequences need apply.



"It's not what you give, but the way that you give that counts"
Paul Dix

9.4. Children are rewarded for shining together in the following ways:

- Positive verbal praise
- Positive personal notes
- Positive phone calls home

9.5. We further recognise those children who will always go 'over and above', who shine even brighter, when demonstrating good behaviour. For these children additional recognition is made through:

- Values certificates in celebration assembly
- Principal's awards

10. CONSISTENT BEHAVIOUR STRATEGIES

A summary of what behaviours may look like and our response can be seen in **Appendix 1**. This shows our graduated response to behaviour. There is a child friendly version that teachers can refer to with children.

11. UNACCEPTABLE or CHALLENGING BEHAVIOUR

11.1. Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviours are regarded as completely unacceptable and will result in serious actions and possibly exclusion, depending on the circumstances:

- Verbal abuse to staff and others
- Verbal abuse to children
- Physical abuse to/attacks on staff
- Physical abuse to/attacks on children
- Bullying (including cyberbullying in any form)
- Damage to property with intent
- Misuse of illegal or legal drugs
- Theft
- Serious actual or threatened violence against another child or member of staff
- Sexual abuse or assault
- Supplying and illegal or legal drug
- Carrying and offensive weapon
- Arson
- Serious behaviour which has previously been reported and for which school sanctions and other intervention have not been successful in modifying the child's behaviour

11.2. Unacceptable behaviour could lead to suspension or permanent exclusion (see Appendix 2) Unacceptable behaviour will be managed (see Appendix 3).



11.3. Outside Of School Grounds

It should be noted that our Behaviour Policy will apply on all organised school trips and other activities outside the school (e.g. sports fixtures, educational visits etc.). The school reserves the right not to take a child outside the school grounds if they have behaviour issues that impact on the health, safety and well being of other children and staff.

- 11.4. Buses and Taxis - It is important that children understand that they are expected to behave in line with the schools expectations whilst on their journey to and from school on the transport provided.

12. RESTORATIVE CONVERSATIONS - FORGIVENESS IN PRACTICE

- 12.1. At St Mary's restorative conversations are a key tool in helping a child to recognise and understand the impact of their behaviour and ultimately make a situation better and restore a sense of belonging to our school community. These conversations, underpinned by the principles of Christian forgiveness and the opportunity for a new beginning, focus on harm done to individuals, repair and apology rather than blame and guilt. They take into account the needs behind the behaviour and how to put things right.
- 12.2. What is being restored depends on the context and on the needs of those involved. It is often something between the people involved such as effective communication, a relationship or friendship, empathy and understanding for the other's perspective, respect, understanding the impact of one's own behaviour on others or reparation for material loss or damage. However, something may also be restored within an individual. For example, a sense of security, self-confidence, self-respect, and dignity. These conversations take the form of a coaching conversation between a member of staff and the child, using the following 5 following steps:

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

13. BULLYING

- 13.1. Bullying can be verbal or physical; in person or online/written means and directed at both children and staff.



13.2. At St Mary's we aim to prevent bullying through our PSHE curriculum and we aim to ensure children are clear on what is expected of them through showing respect to their peers, staff and members of the public. Any intentional breach of this expectation will result in disciplinary action.

13.3. If an allegation of bullying (including cyberbullying) does occur the school will:

- Take it seriously
- Act as quickly as possible to establish the facts
- Report the incident to the Principal and record on CPOMS
- Provide support and reassurance to the victim
- Inform parents of the victim and perpetrator
- Make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group.
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is being used
- Consider a fixed term exclusion in cases of repeated bullying

13.4. Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

13.5. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

13.6. Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobia ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching



Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

13.7. Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

14. REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

14.1. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

14.2. Confiscation

Any prohibited items (listed in section 3) found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.



14.3. Searching a child

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the child, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the child can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the child; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the child. During this time the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the child the opportunity to ask questions
- Seek the child's cooperation

If the child refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.



If they still refuse to cooperate, the member of staff will contact the Principal, to try and determine why the child is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3 , but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a child's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching a child's possessions

Possessions means any items that the child has or appears to have control of, including:

- Desks
- Trays
- Lockers
- Bags

A child's possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a child's possessions when the child and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.



15. MONITORING AND REVIEW ARRANGEMENTS

This policy will be reviewed by the Principal every 2 years. At every review, the policy will be approved by the Trust board.

Appendix 1 - Classroom Behaviour

Behaviour	What this looks like	Our response
Excellent behaviour	<ul style="list-style-type: none"> ● Helping other pupils ● Caring for the environment without being asked. ● Going above and beyond in learning ● Hyper-engaged. 	<ul style="list-style-type: none"> ● Positive notes certificates home. ● Phone calls home. ● Class rewards. ● Meeting with phase leaders or senior teachers. ● Celebrations in assembly or in class.
Good Behaviour	<ul style="list-style-type: none"> ● Generally following the school/ class rules. 	
Low level behaviour stage 1	<ul style="list-style-type: none"> ● Chatting instead of working ● Talking instead of listening to the teacher ● Shouting out ● Drawing instead of listening ● Getting out of the chair without permission ● Not sharing resources. ● Tipping chair 	<ul style="list-style-type: none"> ● Non verbal reminder (e.g hand signal or head shake) ● Verbal reminder
Low level behaviour stage 2 (less acceptable)	<p>Continued stage 1 behaviours</p> <p>Or</p> <ul style="list-style-type: none"> ● Throwing rubber/equipment ● Misusing resources ● Actively distracting 	<ul style="list-style-type: none"> ● Warning stage + verbal reminder ● Adult help to resolve issues. ● Move to another space in the class if appropriate ● Redirection ● Informed of the consequences of the next stage
Low level to mid level stage 3	Continued stage 1 or 2 behaviours	<ul style="list-style-type: none"> ● Five minutes time-out in another classroom to reset. ● Positive restart expected on return to class
Mid level behaviour stage 4.	<p>Continued stage 1 or 2 behaviours despite five minute time-out</p> <p>Or</p> <ul style="list-style-type: none"> ● Answering back ● Being rude ● Ignoring adult ● Defiance ● Other active disruption ● Hurting others ● Actively being unkind to upset others ● Inappropriate language 	<ul style="list-style-type: none"> ● 15 minutes time-out in another classroom ● Restorative conversation on return ● Miss next break to complete a Reflection Sheet and any missed work ● Parents by email (use letter template) or phone call ● Reflection Sheets put in folder
Challenging Behaviour	<p>Continued stage 1, 2 or 4 behaviours despite</p> <ul style="list-style-type: none"> ● Warning (stage 1) 	<ul style="list-style-type: none"> ● Spend the rest of the session (until the next session) in



stage 5	<ul style="list-style-type: none"> ● Five minute time-out (stage 2) ● 15 minutes time out (Stage 3) ● Restorative conversation and missed break (stage 4) <p><i>(during the same day or two incidents in one week)</i></p> <p>Or</p> <p>More challenging behaviour that is antisocial and causing considerable impact on the learning of others</p>	<p>another class if this is on the same day.</p> <ul style="list-style-type: none"> ● Missed break to complete reflection sheet and missed work ● Behaviour incident log started (look for patterns) ● Adjustments made as appropriate ● Parent informed about behaviour log using letter 2
Challenging Behaviour stage 6	<p>Continued stage 1, 2, 4 or 5 behaviours despite</p> <ul style="list-style-type: none"> ● Warning (stage 1) ● Five minute time-out (stage 2) ● 15 minutes time out (Stage 3) ● Restorative conversation and missed break (stage 4) ● Session spent in another class (stage 5) <p><i>(during the same day or two incidents in one week)</i></p> <p>Or</p> <ul style="list-style-type: none"> ● Leaving the classroom without permission ● Storming out and slamming doors ● Running away from adults ● Bullying ● Throwing book/ item in anger ● Disrespecting the school environment intentionally in anger ● Shouting at the adult ● Abusive behaviour to adults or children <p>Challenging behaviour that is antisocial and causing considerable impact on the learning of others.</p>	<ul style="list-style-type: none"> ● SLT support if required ● Child stays with SLT for remainder of the morning or afternoon working quietly alone. ● Parent meeting with Assistant Principal and teacher ● Report card started for 4 weeks. ● Reasonable adjustments & provisions made ● Assistant principal to observe in class. ● All incidents to be put onto CPOMS for four 'report and monitoring' weeks ● Removal of school privileges (trips / tournaments / activities / residential) whilst on report card ● End of four week review with parents, teacher and Assistant Principal <p><i>If further incidents occur within the 4 week 'report and monitoring' period, Headteacher to internally exclude for remainder of the day and the following day.</i></p>
Challenging Behaviour stage 7 Dangerous behaviour	<ul style="list-style-type: none"> ● Not responding to SLT at stage 6 ● Continued stage 6 challenging behaviour following the four week 'report and monitoring' period or no improvement at end of four-week period. <p>Or</p> <ul style="list-style-type: none"> ● Dangerous behaviour 	<ul style="list-style-type: none"> ● Fixed term suspension. ● Intervention (time limited with objectives and regular reviews/ meetings with parents) ● Setting suitability discussed. ● Off Site Direction/ AP

Appendix 2 Lunchtime Behaviour

Behaviour	What this looks like	Our response
Excellent behaviour	Helpful to staff or children, kind to others, considerate of others, entertaining/ taking care of smaller children, setting an excellent example.	Positive praise Positive notes home Allowed to help staff at specified times
Good behaviour	Respectful, safe, polite (please and thank you) following lunch-time and play-time rules and procedures as expected.	Positive praise, just generally noticing and appreciating this. Pointed out to other children as a good example of expectations.
Low- level behaviour	Not sharing, using unkind words, equipment used incorrectly, rough play that everyone is enjoying (but not dangerously or in a way that has damaged it).	Warning stage: Reminder of the rules and a warning. Adult help to resolve any issues e.g. each child taking turns to give their point of view respectfully Re-direction (e.g. directing children to play in separate areas or somewhere different from the area they are causing trouble in) with an explanation of why e.g. 'I'm worried that this will continue if you stay in the same zone together.'
Mid- level behaviour	Repeated (same) low-level behaviour or additional (different) low-level behaviour after warning given.	Second reminder and discussion about what happens if there is any further low level behaviours. Pupil takes five minutes to re-set whilst staying by an adult. Redirection – pupil could be asked what else they could play, pupils might be told to play in different zones etc.
Challenging behaviour	Repeated mid-level behaviour Fighting, swearing, intentionally damaging equipment, back chatting and causing considerable impact on others.	Fifteen minutes time-out in separate area of the nest. Reflection sheet to be completed at break-time the next day. Teacher informed using an incident sheet. Reflection Sheet
Repeated challenging behaviour Dangerous behaviour	Repeated challenging behaviour (throughout a week, or over a few weeks). Often fighting, bullying, swearing intentionally damaging equipment, bullying, abusive to staff, running away from staff (not accepting their authority) and causing a considerable impact on others. Sexualised behaviour	Inform a member of SLT using the radio Parent contacted Lunch time club (1-3 weeks SLT to determine) Removal of privileges 1 st run away = rest of lunch and next lunch in lunch time club 2 nd run = 1-3 weeks in lunch time club
Extremely challenging behaviour	Repeated red behaviour or repeated orange behaviour following red behaviour and intervention Physically abusive to staff Continuing to run away and not accept staff authority after 2 nd run and lunch time club intervention.	Possible fixed term exclusion Sent home for lunch times Whole term of lunch time club Parent involvement



Appendix 3 Home School Agreement

Home School Agreement - As a school

We will do our best to:

Support your child's wellbeing and safety by providing a safe, supportive and caring environment.

Help and encourage your child to reach their full potential.

Monitor and communicate with parents and carers regularly on your child's progress.

Provide a broad and balanced curriculum that caters for all children, including when delivered remotely.

Promote high standards of behaviour so we can maintain a safe environment for all children

Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem.

Set reading homework that supports the delivery of the curriculum.

Offer opportunities for parents and carers to get involved in school life.

Communicate between home and school through social media, Tapestry, text, email and the school website.

Respond to communications from parents in a timely manner, following school policies.

Encourage good attendance and address any concerns with parents or carers where necessary.

Home School Agreement - Parents/carers

I will do my best to:

Make sure my child attends school regularly and on time. I will notify the school if my child will be absent.

Make sure my child is dressed in the correct uniform and brings their PE kit to school when necessary.

Support the school to make sure my child maintains a consistently high standard of behaviour.

Encourage my child to try their best so they can reach their full potential.



Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn.

Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff.

Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that.

Make sure that my child reads at home regularly, and raise any issues that my child has with their teachers.

Be aware of where and how school policies can be accessed and when necessary refer to them.

Treat all members of the school community with care and respect.

Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child.

Read all communications sent home by the school and respond where necessary.

Home School Agreement - Pupils

I will do my best to be **Ready, Respectful and Safe**:

Be **Ready** means that:

I arrive at school on time and ready to learn.

I bring all the equipment I need each day (reading book, passwords, water bottle, PE Kit, coat if it is cold and sun hat if it is hot.)

I will wear the correct school uniform (knowing that if I have earrings they are removed for PE.)

I will try my best to do my work and ask for help if I need it.

Be **Respectful** means that:

I am friendly and caring towards other children and adults, I respect their personal space and am aware of my language.

I listen to instructions from the adults at school and follow the school rules.

I respect that reading at home will help me and I try to make time for this each week.



I look after the school equipment and be respectful of the school environment.

I speak respectfully with good manners.

Being **Safe** means that:

I only leave the classroom if I have permission so that adults know where I am.




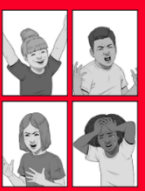



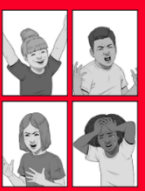











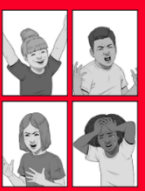





I listen to and follow safety instructions from adults.

I walk in and around school safely.

I have kind, feet, hands and words.

Home school agreement is signed and agreed to

Appendix 4 Reflection Sheet

<h2 style="margin: 0;">What happened?</h2>											
<h3 style="margin: 0;">I was feeling...</h3> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%; padding: 5px;">  <p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p> </td> <td style="width: 25%; padding: 5px;">  <p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p> </td> <td style="width: 25%; padding: 5px;">  <p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p> </td> <td style="width: 25%; padding: 5px;">  <p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p> </td> </tr> </table>		 <p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	 <p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	 <p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	 <p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>	<h3 style="margin: 0;">How did this make other people feel?</h3> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%; padding: 5px;">  <p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p> </td> <td style="width: 25%; padding: 5px;">  <p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p> </td> <td style="width: 25%; padding: 5px;">  <p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p> </td> <td style="width: 25%; padding: 5px;">  <p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p> </td> </tr> </table>		 <p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	 <p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	 <p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	 <p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>
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<h3 style="margin: 0;">What should we do to put it right?</h3>		 <p style="text-align: center; color: blue; font-weight: bold;">Restorative Practice in School</p>									
<h3 style="margin: 0;">Next time I will</h3>		<h4 style="margin: 0;">Calming Strategies</h4> <ol style="list-style-type: none"> 1. Walk away 2. Take deep breaths 3. Count to 10 4. Drink some water 5. Draw or doodle 6. Find a friend 7. Tell a teacher 									
Completed by:		Time:									
Supported by:		Date:									