

High View Primary School



Opportunities to Thrive

Behaviour Policy - Safeguarding

Spring Term 2026

Date for review: Spring Term 2027

Contents

Introduction

1. Aims

2. Definitions

3. School Expectations

4. Roles and Responsibilities

5. Teaching and Learning

6. Rewards and Consequences

7. Bullying and Discrimination

8. Online/E-safety

9. Off site

10. Malicious Allegations

11. Behaviour Management and support

Appendix 1 - Behaviour Hierarchy

Appendix 2 - Characteristics of Restorative Language

Appendix 3 - Reflection sheet

Introduction

At High View Primary School our aim is to promote an environment in which positive relationships, attitudes and behaviour exist in the whole school community, and where pupils and adults feel safe. The policy is designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

Pupils come to school from a diverse range of backgrounds that possess a variety of expectations for behaviour. It is our responsibility at High View to create consistent school expectations based on our school values; **creativity, curiosity, responsibility, respect, self-belief, perseverance** and **belonging** as well as instilling a sense of honesty, consideration, safety for all and a value of learning.

We must remember that achieving the right behavioural environment is not only desirable in itself, but also has a positive impact on academic achievement. As such a positive and supportive relationship between teachers, support staff, pupils and parents is vital and depends on an effective pastoral structure which is responsive to pupil's personal, social, emotional and educational needs.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- **Define** what we consider to be unacceptable behaviour
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. 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
- Deliberate breach of the school uniform policy

Or Level 1 or 2 on the Behaviour Hierarchy (Appendix 1)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Violence
- Persistent fighting
- Racist, sexist, homophobic or discriminatory behaviour or comments
- Possession of any prohibited items. 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 individual)

Or Level 3 or above on the Behaviour Hierarchy

3. School Expectations

We will promote the following school expectations in line with our school powers (CREATIVITY, CURIOSITY, RESPONSIBILITY, RESPECT, SELF- BELIEF, PERSEVERANCE and BELONGING):

- Treat the classroom as a place of learning
- Create a calm atmosphere around the school
- Orderly and responsible movement around the school and in the dining hall, including corridors, stairwell and toilets.
- Show respect and consideration for all
- Take responsibility for own behaviour
- Keep safe and ensure others do the same

We will achieve this by:

- Creating a school ethos which is conducive to each pupil fulfilling their potential
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Understanding that positive behaviours are the responsibility of the whole school community
- Valuing the role of all members of the school community in promoting desired behaviour
- Having a consistent approach in promoting and rewarding positive behaviour
- Ensure every pupil knows who they can speak to about their own behaviour or the behaviour of others.
- Ensuring pupils are given the emotional literacy and relevant strategies to manage their own behaviours
- Developing positive relationships with pupils and parents to enable early intervention

As a result, we will see that pupils:

- Can distinguish between right and wrong, safe and unsafe situations and make the correct choices regarding their own behaviours
- Understand the consequences of their own actions and the implications for other members of the school community
- Have an understanding of their feelings and emotions and are able to discuss their behaviours
- Have positive opinions of themselves and appreciate other's differences
- Are able to consider and respect the feelings of others
- Have the skills to resolve differences in a mutually acceptable way but refer to an adult for help if they are unable to
- Work and play together safely and co-operatively
- Are secure at school and form positive relationships with adults and each other
- Are engaged and on task during lesson time
- Are punctual, attendance is high, and there are low levels of unauthorised absence
- Develop positive emotional health and wellbeing.

4. Roles and responsibilities

The Governing board

The governing board will review this policy to monitor its effectiveness. Ensuring that this policy does not discriminate on any grounds and promotes a whole-school culture where pupils can learn in a calm, safe and supportive environment and hold the headteacher/behaviour lead to account for its implementation. Termly, governors review rewards and sanctions given across the school to ensure consistency and to challenge any concerns.

The Headteacher and Assistant Head

The headteacher and assistant head are responsible for reviewing policy. The headteacher and assistant head will ensure this policy establishes high expectations of pupils' conduct and behaviour, and implement measures to achieve this by determining the school rules and any disciplinary sanctions for breaking the rules.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Inclusion Leader

The inclusion leader will ensure this policy outlines how pupils with SEND or SEMH - related behavioural difficulties are supported.

Staff

Staff are expected to establish a safe and stimulating environment for pupils, rooted in mutual respect; exercise appropriate authority and act decisively when necessary. They will receive training annually to support the enforcement of the behaviour policy.

Staff are responsible for:

- Implementing rewards and sanctions
- Modelling positive behaviour
- Recording behaviour incidents and sharing behaviour concerns
- Providing a personalised approach to the specific behavioural needs of particular pupils

The senior leadership team will support staff in responding to behaviour incidents and formulating next steps, where necessary.

Parents

The school expects parents to support the aims and practices outlined in this policy. The support of parents is vital in promoting positive behaviour.

Parents are expected to:

- Discuss any behavioural concerns shared by staff with their child/ren
- Share any behavioural concerns with their child's class teacher promptly
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Ensure their child attends school everyday, on time.
- Take responsibility for their child in the event of an exclusion

Pupils

Pupils are expected to model our school values and raise their concerns with an adult if they feel unsafe or they see values not being followed.

Pupils are expected to:

- Show respect to members of staff and each other
- Model our school values
- Wear the correct uniform at all times
- Behave in an orderly and self-controlled way
- Follow instructions, first time
- Move quietly around the school
- Treat all resources, including personal and school property with respect
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

- Accept sanctions when given

5. Teaching and Learning

Expectations of behaviour are explained and a class charter is drawn up as a result of discussions with the pupils at the start of every school year, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. In this way the pupils have shared ownership of the expectations of behaviour and consequently a greater sense of responsibility for adhering to them. The charter is displayed in the classroom and reinforced through regular referral by staff.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. 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. Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and engages pupils of all abilities. Pupils learn more effectively when the curriculum is differentiated, and teaching styles and approaches accommodate all pupils' needs in a calm and well-ordered environment.

We use Zone of Regulation to encourage pupils to recognise when we are becoming less regulated, so we are able to do something about it to help pupils manage their feelings and provide a positive learning environment. Pupils are expected to use the four coloured Zones (Blue, Green, Yellow, and Red) to express how they are feeling at the start of each day and during key transition points. Pupils also have access to a regulation station where they can take some time to regulate themselves.

6. Rewards and Consequences

Reward systems are effective motivators in the development of positive behaviour, helping pupils to see that good behaviour is valued. At High View praise and encouragement is used to develop pupil confidence and self-esteem. For some pupils, additional structured incentives may be outlined on an individualised behaviour plan.

Rewards

When used appropriately, rewards can be a powerful motivator to:

- Reinforce positive behaviour – both for the individual receiving the reward and the wider audience
- Encourage positive relationships between pupils and staff
- Promote self-esteem
- Encourage good emotional health and wellbeing
- Foster self-discipline by demonstrating that actions have consequences and that adhering to expectations results in approval and positive consequences
- To support and develop a positive ethos and environment within the school.

Pupils are rewarded for good behaviour, achievements and hard work in a variety of ways.

These include:

- Praise
- Postcards, phone calls or emails home to parents
- Class Dojos awarded for displaying High View Powers (Appendix 4)
- Stickers, certificates or any other visible indications of exceptionally good behaviour– these may relate to achievements or developments in learning or behaviour.

- Whole class “reward time” must be earned and teachers can devise their own methods of rewards based on their classes interests linked to the whole class Dojo total.
- Year 6 are rewarded by sitting on the bench in assembly
- Head boy and head girl and their deputies are chosen jointly by year 5 teachers, SLT and the headteacher for consistently good behaviour are rewarded with special responsibilities/privileges
- Attendance certificates
- At the end of each term, the children with the most Dojos in each class are awarded a special treat

Consequences

Consequences will be applied when inappropriate behaviour occurs. They will be proportionate and are clearly outlined in our behaviour hierarchy to reflect the range and severity of negative behaviours (Appendix 1). In all circumstances we take account of the pupil’s age, SEND or SEMH needs.

Consequences should be used promote positive learning environment and encourage pupils to take ownership for their behaviour, they should:

- Challenge negative behaviour.
- Foster self-discipline by demonstrating that actions have consequences
- Act as a deterrent – both for the individual and the wider audience.
- Include a restorative conversation

Within the school day there will be situations that require different levels of intervention. High View is committed to ensuring that the way we react to such situations is consistent whilst also dealing with each incident individually and to take all circumstances into consideration.

Where it is felt that a reprimand is necessary and will be effective, it should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other pupils.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future consequences
- The focus should be on the behaviour and not the pupil

The school may use one or more of the following in response to unacceptable behaviour:

- A verbal reprimand
- Reflections
- Letters of apology
- Removing the pupil to another class
- Referring the pupil to a senior member of staff. E.g Phase leader
- Text, emails or phone calls home to parents
- Putting a pupil on an individualised behaviour plan to assess risks and agree this with parents
- Fixed term exclusion (internal or external) and as a last resort, permanent exclusion

Other Consequences

Practising expectations may be used to support school systems e.g. lining up, walking around school etc. This would be a time used to explain or practise whole school expectations.

Completion of work for pupils who have not worked hard and have not finished work may be kept in during break/lunch times to complete their work, or work may be sent home. However, we ensure the pupil knows it is finishing time and appropriate support and encouragement is given.

Sanctions issued are proportionate and appropriate eg. picking up litter or cleaning off graffiti.

If staff feel a pupil's behaviour is becoming or is a concern they must inform the phase leader initially and then escalate to a member of SLT. For pupils on an individualised behaviour plan, any behaviour challenges or concerns should be recorded on the CPOMs detailing the behaviour being displayed including the context (time of day, any particular lessons, etc).

We understand that the first step in addressing repetitive negative behaviour is to employ a range of supportive steps to ensure that the pupil is given the opportunity to improve their behaviour within a positive framework.

These supportive measures include, but not limited to:

- Behaviour support plans drawn up by the class teacher, pupil and parent in collaboration with the headteacher or the behaviour lead and monitored on a termly basis.
- Behaviour report with agreed targets.

Reflections

Reflections are used to give pupils an opportunity to regulate and think about their choices. Reflections can be momentary in a designated area, or longer taken during lunch in the cabin.

For sanctions level 2 and above pupils will be expected to complete a reflection sheet (see appendix 3). They will use the time given to reflect on their behaviour, express how they felt at the time and identify what value was not upheld. They will think about what they could have done differently and how they feel about the situation now. These sheets will be filed in the reflection folder to help facilitate discussions around repeated behaviours. If a pupil receives a level 2 or above reflection, this will be shared with parents face to face, or via a call or text message and it will also be recorded on CPOMs.

Extended reflection

Extended reflections are used for more serious or persistent incidences, categorised as level 3 or above on the behaviour hierarchy (Appendix 1).

SLT Reflection

For some pupils the extended reflection is not effective in improving behaviour. These pupils may need additional conversations with a member of SLT in order to clarify their actions, find acceptance of their emotions and plan a way forward. This will take place during lunchtime and pupils will spend the whole lunch in the cabin. Parents will be informed via a text or phone call, and it will be recorded on CPOMs.

Serious and persistent incidents

When concerns are persistent or when a serious incident has occurred for example physical aggression towards staff or pupils, intentional damage to property, homophobic, sexist or racist incidents, leaving the school building etc. a more serious consequence may be applied and parents will be informed by a member of SLT. This will be recorded on CPOMs.

These consequences could be:

- Internal suspension
- External suspension
- Permanent exclusion

Internal suspension: Supervised time working out of class. Time will be spent at break or lunch time with nominated members of staff, looking at strategies for understanding feelings and making the right choices. Behaviour support plans may be created to support their re-introduction to behaviour systems. Lunch will be spent in the cabin reflection area.

External suspension: The school will try whenever possible to keep the number of days a pupil is suspended to a minimum. In most cases exclusions of 1-5 days are appropriate. Work will be provided for the pupil to complete at home. Following the exclusion period a reintegration meeting with the parents, child and the Headteacher/Assistant Head to discuss expectations of behaviour support and any behaviour plans being put in place.

Permanent exclusion: This is the final sanction when school has exhausted all means at its disposal to help a pupil with their behaviour. The school must be convinced that to keep a pupil on roll would seriously impair the educational and/or safety of other pupils. There are rare occasions when a single incident may cause the Headteacher to recommend permanent exclusion to the Governing Body.

Positive Handling - (please refer to Positive Handling policy for more details)

All Members of staff have the power to use reasonable force to prevent pupils from injuring themselves or others, damaging property and to maintain good order and discipline at the school or among pupils.

It is important to be familiar with the following definitions:

- **Physical Contact:** situations in which proper contact occurs between staff and pupils eg. to comfort pupils when needed
- **Physical Intervention:** used to divert a pupil from destructive or disruptive action eg. guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- **Physical Control/Restraint:** the use of reasonable force when there is an immediate risk to pupils, staff or property. Must be recorded in the Bound and Numbered Book

Incidents of physical restraint 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

Searching, screening and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and SLT will endeavour to gain consent from a legal guardian before a search is conducted but have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A search will be considered if the member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks; and
- pornographic images

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the cooperation of the pupil before conducting a search. If the pupil is not willing to cooperate with the search, the member of staff should consider why this is.

Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to cooperate, the member of staff may sanction the pupil in line with this behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) who may have more information about the pupil. If the pupil still refuses to cooperate, SLT should assess whether it is appropriate to use reasonable force to conduct the search.

The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). If a search has taken place it will be recorded on our Child Protection Online Management System (CPOMs), and parents and carers will be informed. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, a referral will also be made to children's social care services.

7. Bullying and Discrimination - (please refer to the Anti-Bullying policy for more details)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is a premeditated and systematic assault over a period of time, verbally, physically, on-line or emotionally.

We accept that bullying is an emotive term. It is important that allegations of bullying are taken seriously, investigated, dealt with and recorded in accordance with our Anti-Bullying Policy, where there is a comprehensive guidance for teachers handling and recording the incident.

Bullying is, therefore:

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

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

Discrimination is defined as the unjust or prejudicial treatment of different categories of people. The Equality Act 2010 protects people from any unlawful treatment (discrimination, harassment or victimisation) relating to one of the Equality Act protected characteristics. These include, but are not limited to, race, sex, religion and disability. There are 9 protected characteristics in total.

Any incident of bullying or discrimination will have consequences and must be dealt with immediately and reported to a member of the Senior Leadership Team (SLT). Details of our school's approach to preventing and addressing bullying and discrimination are set out in our anti-bullying policy and our equality policy.

8. Online Safety - (please refer to the Online safety policy for more details)

Any incidents concerning the online safety of pupils, within or which takes place beyond the school, must be dealt with immediately by the member of staff that is made aware. While in school, we monitor pupils' access to technology and online usage and we expect parents to do the same at home. The DSL should be informed of any online safety concerns and will make a judgement as to whether further investigation by SLT is needed, and when and how to inform parents.

Staff must record all concerns and incidents on CPOMs ensuring full and appropriate details are included.

9. Off-site behaviour

Misbehaviour witnessed or reported outside of the school premises as would be treated the same as if it was conducted on school premises. Unacceptable behaviour outside of the school premises will be challenged by a member of staff and consequences will be applied, where a pupil has misbehaved off-site when representing the school, such as on a school trip.

10. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

11. Behaviour management

We recognise that as well as general good conduct, there are particular types of behaviours in the classroom that will promote good learning and progress.

Whole school positive strategies

- Common language will be used encouraging the pupils to make positive choices linked to our values
- Appropriate support provided during unstructured activities such as break/lunch times.
- All pupils will have access to a 'Speak Up' box that is anonymous and confidential (unless safeguarding concerns are raised) to enable pupils to share concerns with their teacher
- Any safeguarding information (summary/need to know) impacting on a pupils behaviour will be shared with appropriate adults.
- Behaviour support plans created with parents and pupils support.

Restorative conversations

At High View we believe that the way in which we talk to pupils following an incident of negative behaviour is important and must be consistent throughout the school. This can have a significant impact on the way in which the pupils behave on future occasions as well as impact on the way in which they see themselves and their role/identity amongst their peers. (Appendix 2)

In dealing with negative behaviour, all adults in school should adhere to the following:

- We speak to pupils privately (outside the classroom or at playtimes) when we have major criticisms of their behaviour.
- Although we may raise our voice to gain attention, we avoid shouting at pupils.
- We make sure pupils listen to us when we are talking.

- We speak to pupils as though they are usually perfectly well behaved.
- We always listen to the point of view of all of the pupils, even though we may not agree with their views.
- We ensure pupils listen to each other's point of view even though they may not agree with each other.
- We refer to our High View values when talking about behaviour.
- We encourage pupils to take responsibility for their own behaviour.
- We encourage pupils to suggest appropriate consequences from the Hierarchy.
- When appropriate we encourage pupils to use the problem solving strategies (these must be reinforced as part of PSHE teaching).
- We end discussion by looking forward to future good behaviour.
- We record incidents and consequences above an agreed level of seriousness
- We involve parents when a pupil's behaviour is becoming a concern.
- We record detentions and internal or external exclusions on CPOMs
- We share information with relevant members of staff

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display classroom rules in the form of a charter
- Understand the individual needs of pupils and develop a positive relationship
- Greet pupils in the morning/start of the day
- Establishing clear routines
- Communicate expectations of behaviour
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Using positive reinforcement
- Consistently apply our school behaviour hierarchy

Lunchtime Provision

Lunchtimes can be very difficult for some pupils. Certain pupils identified as 'at risk' of displaying challenging behaviour or particularly vulnerable at lunchtimes will therefore be invited to attend a supervised lunchtime provision. These pupils will join in with their peers under the supervision of a member of staff. On rare occasions, a child may be allocated a behaviour support adult to help the pupil engage with their peers and regulate their emotions during this unstructured time. It is important to recognise that supervised lunchtime provisions are not a punishment and the pupil should be encouraged to have a happy and engaging experience.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

Training

Staff are provided with training annually on managing behaviour and forms part of continuing professional development. Some members of staff are trained in the proper use of restraint. This is updated every 3 years.

Behaviour can be a complex and problematic topic and needs to be the responsibility of **all staff** and not the responsibility of one person/team. It is essential that we work together as a team and share strategies and supportive techniques for both pupils and staff. It is also important that staff seek the advice and support of SLT when a pupil/s are impacting on their happiness or wellbeing.


Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding Child Protection policy
- Positive Handling Policy
- Anti-Bullying policy
- Positive Behaviour Policy EYFS
- Online Safety policy
- Teaching and Learning policy
- Whistleblowing policy

High View Primary School - Behaviour Hierarchy

		Positive behaviour reward	Response
		<p>Children seen modelling SET/school values</p> <p><i>Speaking frames linked to this:</i></p> <ul style="list-style-type: none"> • I like that _____ is showing _____ • Thank you _____ for _____ • I notice that _____ is _____ 	<p>Stickers</p> <p>Class Dojos</p> <p>Communication with parents (Postcard, phone or email home)</p> <p>Star of the week certificate</p> <p>Termly award ceremony</p> <p>Whole class reward</p>
Level		Inappropriate & unacceptable behaviour Sanctions	Response
1	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>1.5</p> <p>1.6</p> <p>1.7</p> <p>1.8</p> <p>1.9</p> <p>1.1</p> <p>0</p> <p>1.1</p> <p>1</p> <p>1.1</p> <p>2</p> <p>1.1</p> <p>3</p>	<ul style="list-style-type: none"> • Repeated calling out/interrupting • Failure to follow instructions/rules/procedures • Unnecessary/inappropriate movement around the class • Off task/chatting • Distracting or annoying others on purpose • Misusing equipment • Swinging on chairs • Pushing in front of others when lining up/moving around • Unfairly excluding others from games • Play fighting/rough play • Repeated low level disruptive behaviours • Disrespectful to adults or peers <p><i>Disrespectful = shouting back, turning away, talking over the adult, tutting or sucking teeth, yelling in the adult's face, rolling eyes etc</i></p> <p><i>Speaking frames linked to this:</i></p> <p><i>We/I need you to.....(refer to class rule or value)</i></p> <p><i>You should be.....(refer to class rule or value)</i></p>	<p>Strategy</p> <p>Non verbal signals.</p> <p>Verbal reminder/warning.</p> <p>Final warning</p> <p>Move the pupil to a different place within the class</p> <p>Confiscation of item/equipment.</p> <p>1:1 conferencing.</p> <p>Sanction</p> <p>Momentary reflection (Time out on playground)</p> <p>Or</p> <p>5 min time out (in partner class)</p>
2	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p> <p>2.7</p> <p>2.8</p> <p>2.9</p> <p>2.10</p>	<p>Repetition of Level 1 despite sanction</p> <ul style="list-style-type: none"> • Inappropriate and offensive language • Play fighting that causes harm • Throwing objects • Rudeness and offensive language to pupils or staff • Swearing to one's self/rude language • Hiding property • Minor vandalism eg breaking rulers/kicking open doors/disfiguring books/graffiti • Spoiling other pupil's work • Purposely provoking or lying about others • Inappropriate behaviour in the toilets • Lack of responsibility for actions • Not telling the truth/lying/not taking responsibility for actions • Inappropriate physical contact e.g.pushing, shoving, hitting etc • Inappropriate use of the internet or mobile phones <p><i>Speaking frames linked to this:</i></p> <p><i>I noticed you chose to</i></p> <p><i>Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you.</i></p> <p><i>I know you can (give example of desired value) by.....</i></p>	<p>Strategy</p> <p>As above</p> <p>Reflection sheet</p> <p>Letter of apology</p> <p>Closer supervision.</p> <p>Restorative conversation</p> <p>Sanction</p> <p>15 min reflection at lunch</p> <p>Record on behaviour sheet.</p>

3	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 3.10 3.11 3.12 3.13 3.14	<p>Repetition of Level 2 despite sanction</p> <ul style="list-style-type: none"> • Deliberate vandalism that causes serious damage • Swearing at someone else • Discriminatory comments (against protected characteristics) • Deliberate spitting or biting someone • Stealing with intent to remove from school site • Serious inappropriate physical contact • Play fighting that causes harm • Violence/fighting • Deliberately lying to get another pupil into trouble • Use of peer pressure to upset or hurt another pupil • Serious inappropriate use of the internet or mobile phones • Persistent disruptive behaviours 	<p>Strategy As above Meeting or phone call home from CT/PL. Work in isolation. Payment/contribution towards damage determined by SLT. Community service (task to benefit the school, linked to pupil behaviour)</p> <p>Sanction 30 min extended reflection</p> <p>Loss of extra-curricular activities/responsibilities as agreed with PL and parents. Record on behaviour sheet. Recorded on CPOMs Group call/text to be sent to parents</p>
4	4.1 4.2 4.3	<p>Repetition of Level 3 despite sanction 3 detentions in half term</p> <ul style="list-style-type: none"> • Serious discriminatory comments (against protected characteristics) • Bullying • Serious inappropriate behaviour including sexualised behaviours 	<p>Strategy As above Meeting with SLT, CT and parents. Behaviour report devised with a member of SLT and CT – reviewed weekly and shared with parents.</p> <p>Sanctions</p> <p>Extended reflection or whole lunch missed authorised by SLT Recorded on CPOMs Phone call home to parents from SLT</p>
5	5.1 5.2 5.3	<p>Repetition of Level 2, 3 and 4 despite sanction</p> <ul style="list-style-type: none"> • Serious defiance/challenge to authority • Severe violence towards a member of staff or pupil • Serious and deliberate damage to property affecting the safety of pupils or staff 	<p>Strategy As above Reintegration meeting with parent/pupil and SLT (preferably HT)</p> <p>Sanctions Internal Exclusion. Exclusion from lunchtimes. Temporary exclusion (1-5 days). Second period of exclusion. Recorded on CPOMs Phone call home to parents from SLT Internal Exclusion. Permanent exclusion. HT, AHT record on SIMS.</p> <p>Recorded on CPOMs Meeting with parents</p>
<p>In accordance with the school Behaviour Policy all sanctions must be age appropriate and be considerate of SEND. EYFS should follow EYFS Behaviour Policy.</p>			

Characteristics of Restorative Language

Open questions - always ask open questions that require a full answer rather than a question where you only need to answer with a yes or no.

Fair: - Ask both parties the same questions, giving everyone the opportunity to speak.

Non-judgemental questions - remember not to prejudge the outcome of any conversation before it takes place. **Enquiring:** - never assume you know what has happened.

Shared vocabulary - pupils need a fluent emotional vocabulary to be able to participate in emotionally literate conversations. Schools are ideally placed to identify and develop a shared language with young people.

Other elements - body language and tone of voice are two extremely important constituents of restorative language. Body language should be non-aggressive and non-confrontational and it is vital to allow pupils their own personal space. Tone of voice should be calm, respectful and non-judgemental.

Simple restorative approach process

- What happened?
- What were you thinking at the time? How were you feeling at the time?
- What have your thoughts been since the incident?
- Who has been affected by this? In what way have they been affected?
- What do you think you need to do to make things right?

Example questions of restorative approach

1. Pre Chat Questions and Statements

- We all need some time to think about what has just happened.
- We need to speak about this when we have had some time to think about how this happened • Take some time and we will talk about this
- This needs to be sorted out: I can see you are not ready right now – we will talk about this later.

2. Enquiry Questions

- Can you explain what happened?
- What happened just before this?
- Where were you when this happened?

3. Intended Outcome Questions

- What did you want to happen?

- What were you trying to achieve?
- What were you thinking at the time?
- What were you trying to tell X?

4. Emotional Intent Questions

- How were you feeling at the time?
- What was going through your mind when
- What were you thinking at that point?

5. Emotional Reflection Questions

- What do you think about this now?
- How are you feeling now?
- Now that you've had time to think and calm down, how does that change things?
- Who else do you think has been affected by this?

6. Resolution Questions

- What do you need (to do) so that:
 - things can be put right?
 - the harm can be repaired?
 - you can move on?
- What can you do so x feels sure this won't happen again?
- What needs to happen to put this right?
- What did you want X to do?

7. Future Behaviour Questions

- How could this situation be dealt with differently another time?
- How will we know that it's working?
- What would that look like?
- What needs to happen to ensure that this works?
- What difference will it make to you if this works/doesn't work?

Reflection sheet KS2

Name: _____ Date _____

Class _____

Teacher authorising: _____

Reflection Extended Reflection

What happened?

How were you feeling at the time?



Why?

What could you have done differently?

How are you feeling now?



Why?

Restorative conversation completed YES NO

- What happened?
- What were you thinking at the time? How were you feeling at the time?

- What have your thoughts been since the incident?
- Who has been affected by this? In what way have they been affected?
- What do you think you need to do to make things right?

SLT comments

Parents contacted YES NO (Must be contacted for detentions)

Parent comments

What is Class Dojo?



Class Dojo is a digital behaviour management tool designed to support positive behaviour in primary schools. It allows teachers to award points (called Dojos) to pupils for demonstrating our school values and expected behaviours.



At our school, Class Dojo is used to:

- Promote and reinforce positive behaviour
- Encourage children to follow school rules and values
- Celebrate effort and achievement
- Support consistent behaviour expectations across all classes

How Dojos are awarded?

- Each child has an individual profile
- Staff award points for displaying our school values:
 - Respect
 - Responsibility
 - Creativity
 - Belonging
 - Perseverance
 - Self-Belief
 - Curiosity

Rewards and Recognition

Each Term:

- When pupils get 50 Dojos, they receive a Dojo Champion sticker
- When pupils reach 100 Dojos, they visit the Assistant Headteacher to receive a postcard and pencil
- The pupils with the most Dojos at the end of each term receives a special reward