

# Whickham Parochial Church of England Primary School



## Behaviour Policy and Written Statement of Principles

**‘Let your light shine before people, that they may see your good works you do and  
praise your Father in Heaven.’**

Matthew 5:16

### **Mission Statement**

At our Parochial school we aim to provide a stimulating and caring environment with Christianity at the heart of all we do, in which every child has the opportunity to let their light shine - for themselves, for their community and for the world.

### **Aims**

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating everyone's strengths and efforts.
- Valuing the opportunities we have to contribute to our community and the wider world.
- Offering wide ranging quality experiences that stimulate children's minds.
- Encouraging respect for others, positive behaviour and good manners, enabling all children to feel secure and valued.
- Building strong links between school, home and church.
- Preparing children for future challenges in a changing world
- 

We wish every child to take with them happy memories of Whickham Parochial into their future life.



## **Whickham Parochial C of E Primary School**

### **Statement of Behaviour Principles**

Section 88 (2) of the Education and Inspections Act 2006 requires the Governing Body to:

- a) Make, and from time to time review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils and
- b) Notify the Head Teacher and give him or her related guidance if the Governing Body wants the school's Behaviour Policy to include particular measures or address particular issues.

This statement is to be taken in conjunction with the school Behaviour Policy which is reviewed annually.

Our principles are built around our aims and mission statement, which are as follows:

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In order to accomplish our aims, we intend to embed the following principles:

- Pupils and staff will use the Golden Rule to guide their behaviour at all times:  
"Treat others the way that you want to be treated." Matthew 7:12
- It is normal to make mistakes, and pupils should be given grace when they do so, and given opportunities to improve, to learn and to make amends. Forgiveness will be encouraged.
- Staff will be fair and consistent, and foster a culture in which pupils' effort, care and resilience are recognised and celebrated.
- Staff will manage behaviour primarily through positivity, praise and clarity of expectation.
- Staff will feel empowered to act on any behaviour which impinges upon the learning, happiness or safety of others in the class through our Behaviour and Anti-bullying policy.
- Pupils and staff will be polite and respectful at all times, to each other and to visitors.
- Pupils will have respect for the environment: their own, the school's and other people's property and the community in which we live.
- Any form of discrimination or bullying will be addressed promptly.
- Staff and the Governing Body will provide opportunities for pupils to take responsibility and be involved in decision making, for example, through being part of School Council and Buddies.
- Pupils who struggle to behave in accordance with our principles will be supported, initially through a strong home/school partnership. External agencies will be engaged if further support is required.



All staff will endeavour to approach behaviour that is harmful or destructive as an indication that the child is struggling and needs support. We will work to embed a culture in which all learners are supported to become their best selves.

## **Whickham Parochial C of E Primary School Behaviour Policy**

### **Aims and objectives**

- 1.1 It is a primary aim of our Whickham Parochial Church of England School that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring and forgiving community, whose values are built on our Christian vision. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive, Christian way. It aims to promote an environment in which everyone feels happy, safe and secure. We encourage spiritual development and an understanding of the teachings of Christ as a way of resolving conflict. The principle of forgiveness is positively encouraged within the school.
- 1.2 Our school has a number of high expectations; this behaviour policy is about promoting an environment which is calm, positive and respectful, not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and play well. This policy supports the school community in facilitating positive and considerate relationships.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way. There must be a whole school approach.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour and promote Christian values to our learners, rather than merely deter anti-social behaviour.

## **2 Rewards and consequences**

- 2.1 At Parochial we praise and reward children for good behaviour in a variety of ways:
  - Teachers congratulate and praise children verbally.
  - Teachers give children stickers and house points.
  - Each week, we nominate children from each class to have a brick on the 'Wonder Wall', given out in our Celebration Assembly', working towards building the whole wall as a school and earning a special treat when the wall is completed. The 'Wonder Wall' is a display in the main hall where it can be seen by everyone. We also celebrate our Christian ethos on the 'Let your Light Shine' display.
  - We distribute house points to children, either for consistent good attitude or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Each week in our celebration assembly, house point totals for each house are read out.
- 2.2 The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. HOWEVER – we anticipate that all staff members will ensure that their behaviour management is such that we avoid (as much as is possible) incidents and behaviour for which consequences are given.



**If behaviour issues continue, or is an indication of, or result of, special educational needs or disability, interventions may be put in place to address the barrier or unmet need that is resulting in the undesirable actions.**

- 2.3 The class teacher discusses the school expectations with each class. In addition to these expectations, the school has a list of expectations which we have linked to our Christian values. This is displayed in each class and can be found at the end of this policy. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- 2.4 When behaviour occurs which is not in-keeping with our values, or is at risk of affecting learning, our adults follow a graduated approach. All staff have been trained in supporting children who are dysregulated and are skilled in recognising when behaviours are as a result of emotions out of the child's control. The graduated response can be found at the end of the policy and demonstrates our commitment to growth mindset in that it approaches behaviours in the first instance as a mistake or a communication of need. Help will be offered first and an opportunity to regulate and reset the behaviour is scaffolded. Consequences are also graduated and appropriate to the age and stage of the child's development. The intention is always to lead to improvement, rather than to punish for punishment's sake.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

### **3 The role of the class teacher and other staff members**

Young children have an innate sense of what is 'fair'. They have expectations about following rules and if one person doesn't, they want to feel that this is consistently dealt with. It is never our intention to embarrass children. However, there are times when reprimands will be given in the classroom. This will only happen when a pupil is intentionally and knowingly misbehaving and expectations have been clearly set. We acknowledge that a visible reprimand can be hard for a child to take, but when bad behaviour occurs, it is visible and impacts the children around them, so it follows that the reprimand should also be visible.

- 3.1 It is the responsibility of class teachers to ensure that the school rules and graduated response are being followed in their classes, and that their classes behave in a responsible manner during lesson time. This should primarily be done by setting high expectations and maintaining a positive pace and challenge in the classroom. Particular focus should be directed to our golden rule from the scriptures 'Treat others the way you want to be treated,' Matthew 7:12.
- 3.2 The class teacher is expected to know, demonstrate and instil Christian values in the children. This should be discussed in assemblies, be a focus of collective worship and should be verbalised in our responses to all behaviour, both that which requires correction and that which demonstrate our values. All staff members should be a model of Christian values and behaviour at all times.
- 3.3 Expectations should always be high. Staff should engage in conversation with children regularly to build relationships so that when a child does not meet behaviour expectations, he/she knows that the member of staff is a fair person who is genuinely interested in their well-being. Staff should remain positive and in control at all times.
- 3.4 Praise should be considered a behaviour management strategy and a method of embedding expectations of learning and social behaviours. All adults are expected to notice and praise both compliance with the expectations and also effort towards this.
- 3.5 If a child misbehaves repeatedly in class, the class teacher will begin a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher or member of



the Senior Management Team. All incidents involving physical violence or verbal abuse will be recorded on our electronic system 'CPOMS' (see the graduated response to behaviour for more information).

- 3.6 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 3.7 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.
- 3.8 The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. At this point a Cause for Concern would be recorded on our electronic system 'CPOMS'.

#### **4 The role of the headteacher**

- 4.1 It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The head teacher will develop children's understanding of the Christian values and the reasons why we benefit from following these rules and expectations. As with all staff, the head teacher is expected to be a model of Christian values and behaviour at all times.
- 4.3 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.4 The headteacher keeps records of all reported serious incidents of misbehaviour and monitors and responds to CPOMs incidents.
- 4.5 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

#### **5 The role of parents**

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we hope and expect parents will read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school needs to use reasonable consequences to reprimand a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, with School Governors being informed.

#### **6 The role of governors**

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.



- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard guidance from the DfE, called 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral units in England' (2024). We refer to this guidance in any decision to exclude a child from school. [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- 7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. School will provide work to do at home from the first full day of exclusion.
- 7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **8 Drug- and alcohol-related incidents**

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home if it is deemed safe for them and safeguarding procedures would be initiated.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. If a child brings any sort of drug or illegal substance into school, safeguarding procedures will be initiated.



- 8.5 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **9 Monitoring and review**

- 9.1 The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents when necessary.
- 9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- 9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

|                           |                       |
|---------------------------|-----------------------|
| <b>Headteacher</b>        | Mrs Rachel Walton     |
| <b>Chair of Governors</b> | Mrs Lorraine Ferguson |
| <b>Date of Approval</b>   | September 2025        |
| <b>Date of Review</b>     | September 2026        |



# Whickham Parochial C of E Primary School

## Graduated Response to Behaviour\*

\*‘Behaviour’ refers to actions or language which either fails to meet our expectations of good learning behaviour, or is not in-keeping with our school values.

Staff will, at regular and appropriate intervals, remind children of their expectations for classroom behaviour. Children should be left in no doubt as to what expected learning behaviour and adherence to our values looks like.

While action to prevent harm should always be taken swiftly, responses from adults are expected to be calm and measured, following the expectations set out below. Shouting should only be necessary in emergency situations. If notes need to be made regarding warnings etc, this should be done in a discrete manner, not publicly such as on a whiteboard. In all cases, if a pupil or staff member is hurt, support must be provided for them and if this is a pupil, staff will need to decide if a phonecall home is required. If they are injured, a first aid slip should always be completed and followed with a phone or in-person explanation.

| Level 1 Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Response at the time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Further action                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Swinging on chair</li> <li>Interrupting/calling out</li> <li>Not being on task (unless attention deficit is a known learning barrier)</li> <li>Running in school (unless directed i.e. P.E. or sensory support work)</li> <li>Not following instructions</li> <li>Pushing in line</li> <li>Rough play at playtime/lunchtime</li> </ul><br><ul style="list-style-type: none"> <li>Swearing. Some children swear without malice or intention to offend. If you feel this is what has happened, treat this as a learning opportunity but inform parents.</li> </ul> | <p>First:<br/>Remind all pupils of expectation: ‘I need everyone to be talking to their talk partner / walking sensibly / sitting with four chair legs on the ground.</p> <p>Next:<br/>Speak to individual quietly: ‘I can see you are struggling to _____. Can you do this, or do you need help? You can come and chat with me /move seats /complete this work during playtime?’ If the child seems to be struggling with their emotions or regulation, ask if everything is alright – do they need help, a drink, a short break in the reading corner or calm-down corner, or a fidget toy? After this time, give them another chance to comply, as above and if they can’t, move to next action.</p> <p>Or<br/>Younger or less articulate pupils may need this to be simplified: “I can see you’re having trouble with _____. Do you want to ____ or shall I _____</p> <p>Remember that some children need time to process in order to comply – be aware of the abilities / learning style of the child you are interacting with.<br/>If pupil agrees to comply but subsequently doesn’t, or refuses to comply at this point: ‘I’m going to help you to ____, come and sit here / move talk partners / have some time at playtime.’<br/>If moving the child causes distress, and you can see that this has been enough of a consequence, feel free to make the move time limited and give them a chance to show improvement. Always move the child back after an interval such as play or lunch time, reminding them that making mistakes is fine, but we need to learn from them – how can they show they have learned? Make sure that your expectations are clear.<br/>If, having moved, the behaviour issue continues, refer to Level 2.</p> | <p>No further action required unless behaviour becomes persistent.</p> |



| Level 2 Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Response at the time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Further action                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Persistent stage 1 behaviour</li> <li>• Swearing with intent to offend or to insult</li> <li>• Inappropriate remarks to other pupils or name calling</li> <li>• Hurting another pupil due to anger / over competitiveness /retaliation</li> <li>• Minor challenges to authority (refusal to comply)</li> <li>• Damaging school's/pupil's property</li> <li>• Leaving class without permission (more would need to be known about this – try to find out as much as you can and then involve SLT).</li> </ul> <p>Persistent level 1 behaviour is likely to indicate that support is required in order for the pupil to engage with rules and with good learning behaviour. If this is the case, please see our SENDCo for next steps and support.</p> | <p>If either party is dysregulated or hurt, deal with this first. Empathise – ‘I can see that you feel ____ I’m going to help you to calm down / I’m here to help’. Give space to the child and send for help if necessary. Do not try to respond to behaviour while a child is hurt or dysregulated – though you can assure them that it will be dealt with once they are calm if this helps.</p> <p>First, ensure that you know what has happened. If you cannot establish the truth of the matter, explain this to both parties, re-emphasise your expectation and tell the children that you will be recording what has happened to see if this recurs, at which point this prior incident will inform you in your decision making. Check if either party needs any support. Ask – ‘if I let you go back to your seat / task / group / game – do you know what I expect? Tell me what I will see.’</p> <p>If you saw the behaviour, or have established that the behaviour occurred, state what has happened ‘You have ____ which isn’t something that is ok here. In a moment we’re going to think about why this has happened. This has caused _____. This means there will be a consequence.’ The consequence needs to be logical – if they have made a mess, they clean it up. However, for some tasks, the outcome has meant that someone is hurt. If this is the case, the pupil must do a reflection*. They should be made aware of the effect on others and be asked ‘Can you think of a way to make this better?’ If they choose to say sorry, acknowledge that this might help, but that more may be needed and a change in behaviour is definitely required. Never, ever make a child apologise. If they suggest giving the other child or adult a hug or asking them to play, agree that this might help but that they must ask for consent first and that the person they hurt is within their rights to say no. Part of the consequence is that someone might feel angry or hurt and may not want to play with them. Explain this clearly. Ensure reflection activity* is carried out.</p> <p>*see reflection activities, which should be done in time that is considered to be the pupil’s – i.e. playtime or lunchtime.</p> | <p>CPOMS the incident, or behaviour so it can be monitored. ensuring that SLT inc. SENDCo have sight of this. SEND assessments may be deemed necessary. SLT and SENDCo will review this regularly.</p> |
| Level 3 Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Response at the time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Further action                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Persistent Stage 2 behaviours</li> <li>• Choosing to cause deliberate harm to others/ fighting</li> <li>• Deliberately endangering others e.g. near roads when on visits</li> <li>• Serious vandalism</li> <li>• Insults or swearing at a member of staff</li> <li>• Theft</li> <li>• Refusal to comply with consequences</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>If either party is dysregulated or hurt, deal with this first. Empathise – ‘I can see that you feel ____ I’m going to help you to calm down / I’m here to help’. Give space to the child and send for help if necessary. Do not try to respond to behaviour while a child is hurt or dysregulated – though you can assure them that it will be dealt with once they are calm if this helps.</p> <p>Level 3 behaviours are not common and therefore are not dealt with often. Therefore, any of the listed behaviour would need to be referred to a member of SLT. Calm the child as above, then ask them to wait, using the language above “‘You have ____ which isn’t something that is ok here. In a moment we’re going to think about why this has happened. This has caused _____. This means there will be a consequence.” A consequence will be put in place involving removal of free time and also segregation from peers – the time frame for this will depend on the age of the child. Parents will be involved, and a behaviour plan will be written to support the pupils’ move towards improved behaviour. If this was unsuccessful, support from external agencies would be sought and exclusion, either fixed-term or permanent, would be considered as a last resort.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Involve SLT and call parents (or ask SLT to do so) CPOMS the incident, ensuring that SLT inc. SENDCo have sight of this. SEND assessments or a behaviour plan will be required.</p>                 |

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| <b>Bullying</b>                                                                                              | If there are incidences of repetitive & consistent negative behaviour which is deliberately targeted towards the same pupil, the school will follow their Anti-Bullying policy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Insults or name calling which relate to a protected characteristic – may include racism or homophobia</b> | Any use of derogatory language related to the protected characteristics will be recorded on CPOMS and reported to parents. Staff will endeavour to establish the understanding held by the child and will work with SLT to ensure that sanctions are appropriate and lead to increased understanding and tolerance from the pupil. See Equality policy.                                                                                                                                                                                                                                                                                                                                             |
| <b>Sexual Abuse or discrimination</b>                                                                        | <p>The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.</p> <p>The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.</p> |
| <b>Smoking and controlled substances</b>                                                                     | <p>In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke or vape on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.</p> <p>The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.</p>                                                                                                                                   |





# Behaviour Reflection Opportunity

Name \_\_\_\_\_ Date \_\_\_\_\_

What happened?

How did you feel?



**stressed**



**upset**



**nervous**



**angry**



**worried**



**other**

*Remember, it is ok to feel frustrated, angry or upset. It is not ok to hurt people, or interrupt their learning.*

What can we do next time?

How do you feel now?



**stressed**



**upset**



**nervous**



**angry**



**worried**



**other**

When you go back to your group, what will I see? (Adult led)



*Everyone makes mistakes – but we must learn from them. A repeated mistake is a choice.*





# Behaviour Reflection Opportunity

Name \_\_\_\_\_ Date \_\_\_\_\_

You have done something that is not ok in our school. We will need to think about what happened and why this happened, so that we can learn from this and move on.

Where were you, who were you with, and what time of day was it?

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What happened?

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Who or what has been harmed by your actions?

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You chose to act this way – do you know why? How were you feeling?

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*Remember, it is ok to feel frustrated, angry or upset. It is not ok to hurt people, or interrupt their learning.*

What could you have done differently?

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What will happen now? (Adult led)

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*Everyone makes mistakes – but we must learn from them. A repeated mistake is a choice.*





# Restorative Conversation Prompts

KS2



1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

# Restorative Conversation Prompts

KS1



1. Tell me what happened.
2. I think (victim) is feeling *sad* now and that you are feeling *angry*. (use feelings cards)
3. What could you do now to help make things right? (do they need options – you could ask them to play, offer them a hug, say sorry)
4. Would you like me to help you?



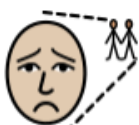
angry



silly



frustrated



lonely



sad



hurt

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