



Woodloes Primary School

Behaviour Policy

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Introduction

At Woodloes Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors, parents, the wider community, and the children, all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and individuals are expected to respect others, their families, cultures, and beliefs.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other; taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour can affect and impact on others. Pupils are supported to identify ways they can put right the harm they have caused. At Woodloes Primary School, we strive to help pupils become empathic, considerate people who have the skills to avoid and resolve problems independently.

Aims of the policy:

- ❖ To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and establish clear expectations of all members of the school community.
- ❖ To promote a harmonious working environment where all can develop their skills of working both independently and co-operatively through shared expectations and a consistent approach.
- ❖ To ensure all children to be happy and confident with each other and in their work by creating a sensitive and supportive atmosphere.
- ❖ To establish a partnership approach which draws on all those involved with the school.
- ❖ To provide systems which promote positive behaviour, and which support all members of the school community.
- ❖ To recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- ❖ To regularly monitor and evaluate the effectiveness of our Behaviour Policy and procedures.

Restorative Practices¹

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable, and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others.' Making changes to the way we approach incidents and issues provides children, and others, with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on reprimanding poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP, and we understand the importance of modelling positive language, behaviour and

¹ Further information on our restorative practice can be found in Appendix 1.

taking the time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

The Restorative Approach and use of consequences

When using consequences at Woodloes Primary School, the child(ren) should always be involved in a restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. Each class and communal area have a clear display of the process of consequences, so that it may be referred to as part of a restorative discussion. We aim to help the children consider the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects the highest standard of behaviour.

Some children with social, emotional, or mental health difficulties require time to de-escalate and this is an important part of developing a child's self-management skills. De-escalation time may be offered to children before an incident is dealt with.

Implementation of the Restorative Approach – Practicalities

At Woodloes Primary School, we recognise that all children are unique individuals and therefore we are flexible in the way we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we are conscious to adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources and lessons at their own pace. Children identified as having significant social, emotional, or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Positive Behaviours

We expect our pupils and staff to be '**ready, respectful and safe**' - ready to learn, respectful and safe towards each other and their surroundings - and to always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We aim to reinforce our pupils' positive behaviour by:

- ❖ making positive remarks about everyday acts of being **ready, respectful and safe**,
- ❖ encouraging older children to look after younger ones,

- ❖ devoting teaching time to issues of mutual respect,
- ❖ developing good role models and giving these a high profile throughout the school.

Class Dojo²

As part of our school behaviour policy, we use **ClassDojo**, a digital classroom management tool designed to help teachers encourage positive pupil behaviour and communicate more effectively with parents and guardians. Each pupil has their own avatar, and teachers award Dojo points for positive actions such as good homework, active participation in class, staying on task, producing quality work, and following classroom expectations and school values. To support consistency and monitoring, teachers can also allocate "needs work" points, which help identify and address low-level or persistent behaviour patterns.

Behaviour expectations in our school environment

We are proud that we have created a well-organised, attractive and stimulating learning environment. We have high expectations of behaviour in all areas within the school as well as during specific whole school activities, such as assemblies.

Expectations of behaviour and relationships are regularly shared and understood by all members of the school community.

Classrooms

Our expectation is that classrooms are tidy and well-organised as this has a positive impact on behaviour. We should all be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to always walk quietly around the building (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others, showing politeness and consideration.

Assemblies

Staff and children are expected to enter and leave the hall silently and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly and wish to issue instructions to children in assembly, should usually do this using signs rather than speech and should lead their class in and out of assembly from the front of the line.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions from the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

At Woodloes Primary School, we do not distinguish between the authority of one adult and another. All children should feel safe outside and must be made aware of the playground rules and the importance

² Further information on our use of Class Dojo points can be found in Appendix 5.

of informing a duty adult, if they have any issues. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the Senior Leadership Team for further investigation.

School uniform

Children are expected to always wear school uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office. All members of staff are expected to enforce rules on school uniform and challenge children who flout these rules.

Mobile Phones

Children in Years 5 and 6 are allowed to bring mobile phones into school when they are able to walk home from school alone. These are placed in a tray stored within the classrooms at the start of the school day and collected from there at the end of the school day.

Our expectations

Pupils must:

- ❖ Show respect to everyone and the school environment.
- ❖ Contribute to and follow the core values.
- ❖ Take responsibility for their own actions and make good choices.
- ❖ Show the same respect to all adults and visitors, regardless of their role.
- ❖ Use our school phrase 'Stop it please' if the actions of others are making them feel unsafe. If concerns continue, this must then be reported to an adult.
- ❖ Follow instructions to ensure the safety and well-being of all.
- ❖ Care for and support each other.
- ❖ Respect each other's property and learning.
- ❖ Maintain our school by looking after the resources and displays.
- ❖ Always walk quietly around the building.
- ❖ Always wear uniform smartly to demonstrate pride and purpose.
- ❖ Enter and leave the hall silently and sit quietly during assemblies.
- ❖ Listen to others and respect their opinions.

Staff must:

- ❖ Adhere to this policy.
- ❖ Take time to welcome students at the start of the day.
- ❖ Never walk past or ignore students who are failing to meet expectations.
- ❖ Actively model respect and build positive relationships.
- ❖ Ensure that classrooms are tidy and well-organised.
- ❖ Maintain our school by looking after the resources and displays.
- ❖ Take responsibility for implementing the behaviour policy and reporting any incidents to teachers when on break and lunch time duties.
- ❖ Challenge children on incorrect uniform.
- ❖ Report all serious behaviour incidents (stage 3 and stage 4) to members of SLT.
- ❖ Record concerning behaviours on CPOMS.

- ❖ Record all racial, religious, bullying, sexual violence and sexual harassment and homophobic incidents to SLT and complete a log of the incident on CPOMS.
- ❖ Report all incidents of restraint to SLT, recording the details in the bound and numbered book kept in the Headteacher's office and on CPOMS.

The Senior Leadership Team must:

- ❖ Be a visible presence around school.
- ❖ Never walk past or ignore individuals who are failing to meet expectations.
- ❖ Regularly celebrate staff and students whose efforts go above and beyond expectations.
- ❖ Encourage the use of positive praise, phone calls home, verbal communication and certificates/stickers and stars.
- ❖ Ensure staff training needs are identified and targeted.
- ❖ Support teachers in managing students with more complex or challenging behaviours, including those with personalised restorative plans.
- ❖ Share personalised restorative plans with all staff.
- ❖ Work with students, staff and families when extreme behaviour or persistent disruptive and challenging behaviour occurs, which may lead to pupil suspension.
- ❖ Monitor stage 3 and stage 4 incidents recorded on CPOMS (DSLs)
- ❖ Monitor racial, religious, bullying, sexual violence and sexual harassment and homophobic incidents recorded on CPOMS.
- ❖ Monitor all incidents of physical intervention and restraint, recorded in the bound and numbered book.

Families must:

- ❖ Show consideration and respect towards the school community.
- ❖ Support and respect the staff and governors in promoting the school's ethos.
- ❖ Be aware of the school's values and expectations.
- ❖ Provide the school with at least two up-to-date emergency contact numbers.
- ❖ Report absences immediately, providing the school with a reason to ensure children remain safe and to keep authorised absences to a minimum in the interest of the child's progress.

Strategies that may be used to promote positive behaviour:

- ❖ Verbal reminders that are anonymous (e.g., 'We are just waiting for 3 children to....')
- ❖ Positive praise for children who are displaying behaviour looked for (e.g., 'Well done X and X. I can see you are.....')
- ❖ Ensure that a stated course of action is followed up
- ❖ Keeping tone of voice low when addressing misbehaviour
- ❖ Helping the child to 'save face' in front of others to avoid escalation of poor behaviour
- ❖ Time out (5 minutes to think about behaviour in partner class or HT office) and then opportunity to make amends
- ❖ Stickers
- ❖ Dojo points
- ❖ Drawing positive behaviour to the attention of parents
- ❖ Whole class rewards
- ❖ Head Teacher awards
- ❖ Positive verbal feedback
- ❖ Showing work that exceeds expectations to members of SLT.

This list is not exhaustive and teachers will implement strategies within their classroom that is cohort specific.

Levels of Unacceptable Behaviour – Sanctions and Rebuilding Relationships Strategies

To try and ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children have agreed the following guidelines which apply to behaviour both in class and around the school which impact on the learning of others. **When tackling unacceptable behaviour, it is important that children understand why their actions are inappropriate and the consequences, rather than focusing on levels of misbehaviour.**

Level 1	Building positive relationship strategies
<ul style="list-style-type: none"> • Out of seat • Rocking on seat • Calling out • Not listening/ paying attention • Pushing, shoving in line • Running indoors • In wrong place • Not working • Not clearing up 	<ul style="list-style-type: none"> • Informal gesture: eye contact, frown, gesture. • Moving the child to a different seat. • A private reminder about the behaviour we wish to see - inviting them to make the right choice. • Repetition of task/completion of work in own time. • If required, complete a short discussion about feelings and emotions using emotion cards displayed in the classroom (Appendix 2)
Persistent Level 1 & Level 2	Building positive relationship strategies
<ul style="list-style-type: none"> • Distracts others • Throws small objects to distract – not to hurt • Inappropriate physical contact, e.g., poking, flicking, pulling hair, • Complains or mutters disruptively/persistently • Talking at an inappropriate time, or asking inappropriate questions to disrupt • Hides work or resources • Interferes with others' property • Minor deliberate damage (pencils) • Leaves the room without permission • Lies (older pupils) • Telling lies to get others into trouble • Persistent rough play 	<ul style="list-style-type: none"> • 5 minutes off playtime or lunch time. • Sent to HT/DHT/AHT • Missing whole/ part of a break time or lunchtime (write letter of apology) • Recorded on CPOMS • If required, complete a short discussion about feelings and emotions using emotion cards displayed in the classroom (Appendix 2) • S.T.A.R. chart is completed (2 weeks) • Persistent stage 3 and 4 behaviour – Discussion with Headteacher/ SENDCo to create a personalised positive intervention plan, which is reviewed and adapted when required. This is communicated to all staff
Persistent Level 2 & Level 3	Building positive relationship strategies
<ul style="list-style-type: none"> • Encourages others to misbehave • Uses obscene words to offend • Causes hurt intentionally • Verbal abuse of adults • Answering back or constantly questioning adult's decision or request • Refuses to follow instructions • Destroys own work • Destroys others' work • Insulting, name calling including racist and homophobic language 	<ul style="list-style-type: none"> • Parents informed and meeting with Class teacher to discuss • Sent to HT/DHT/AHT • Recorded on CPOMS • Loss of whole of playtime or lunchtime • Child uses 'time' to try to make amends e.g., repairing property; re-doing work; apology • Internal suspension

<ul style="list-style-type: none"> • Petty theft • Damage to property or equipment (including play equipment). • Threatens violence • Bullying • Stealing 	<ul style="list-style-type: none"> • If required, complete a short discussion about feelings and emotions using, emotion cards (Appendix 3)
Persistent Level 3 & Level 4	Building positive relationship strategies
<ul style="list-style-type: none"> • Physical or violent assault causing injury • Sexualised behaviour or assault • Serious damage to property (e.g., vandalism) • Persistent bullying including homophobic, racist threats and abuse • Threatening an adult or pupil with a weapon that could cause serious harm • Possession of any banned items. These are: <ul style="list-style-type: none"> ○ Chewing gum ○ Stolen items ○ Vapes or E-cigarettes ○ Tobacco and cigarette papers ○ Knives/scissors or weapons ○ 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 pupil) 	<ul style="list-style-type: none"> • Meeting with parents/and HT with follow up letter home • Internal suspension • Fixed term suspension • Managed move or Offsite directive • Persistent stage 3 and 4 behaviour – Discussion with Headteacher/ Deputy Head/Assistant Head/SENDCo to create a personalised positive intervention plan, which is reviewed and adapted when required. This is communicated to all staff • If required complete a short discussion about feelings and emotions using, emotion cards (Appendix 3) • Permanent exclusion

Behaviour at Playtimes and Lunchtimes

Promoting Positive Behaviour

Play leaders work with pupils to model playground games and model appropriate behaviour on the playground.

Dealing with inappropriate behaviour

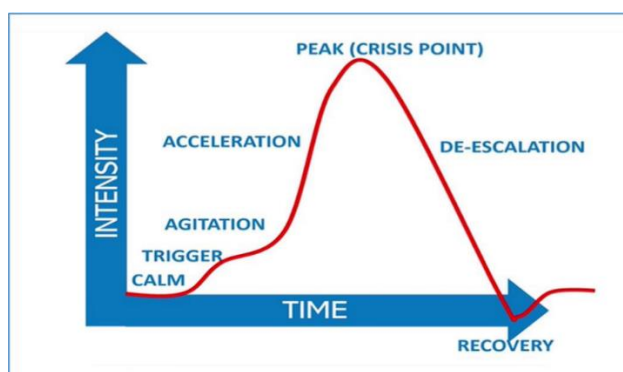
The school phrase 'Stop it please' should be used by pupils if the actions of others are making them feel unsafe and they are encouraged to use this with their peers on the playground. If the behaviour continues, then pupils must report this to an adult. Early intervention at this point can prevent incidents of conflict from escalating. Midday supervisors should follow the stages below:

Level 1	Building positive relationship strategies
<ul style="list-style-type: none"> • A pupil has reported that they have used the school phrase, 'Stop it please' and the behaviour has continued • A pupil / group of pupils are not following the playground rules 	<ul style="list-style-type: none"> • Restorative conversation between pupils • Remind pupils of the playground rules
Persistent Level 1 & Level 2	Building positive relationship strategies

<ul style="list-style-type: none"> • A restorative conversation has taken place and the playground rules have been clearly explained and the behaviour continues. • Pupil is not safe because they are not following the instructions of an adult 	<ul style="list-style-type: none"> • Pupil is asked to sit in a specified area for a maximum of 5 minutes • Restorative conversation between pupils • Remind pupils of the playground rules • Playground equipment may be removed at this stage
Persistent Level 2 & Level 3	Building positive relationship strategies
<ul style="list-style-type: none"> • Pupils have missed some of their playtime/ lunchtime, restorative conversation has taken place and the playground rules have been clearly explained and the behaviour continues. • Pupil continues to be unsafe because they are not following the instructions of an adult • Pupil has deliberately hurt another pupil • Persistent bad language/verbal abuse 	<ul style="list-style-type: none"> • Pupil is asked to sit in a specified area for a maximum of 5 minutes • Class teacher is notified. Parents informed through discussion at home time/ phone call home made by the class teacher • Behaviour recorded in the 'Behaviour Incidents Folder' by the Midday supervisor involved. • Restorative conversation between pupils • Remind pupils of the playground rules • Playground equipment may be removed at this stage
Persistent Level 3 & Level 4	Building positive relationship strategies
<ul style="list-style-type: none"> • Pupils have missed some of their playtime/lunchtime, they are aware that parents are going to be informed, restorative conversation has taken place and the playground rules have been clearly explained and the behaviour continues • Serious acts of sustained violence towards pupils and adults (e.g., hitting, kicking, fighting, and biting) • Pupil puts other pupils and adults at significant risk • Leaving the school premises without consent 	<ul style="list-style-type: none"> • SLT is informed • Pupil is removed from the playground by SLT • Restorative discussion with pupil, adult involved and SLT • Discussion with parent at home time/ phone call home (parent conversation record completed and kept in class folder) • S.T.A.R. chart is completed (2 weeks)

Pupils who are at crisis point

Building positive relationship strategies and promoting positive behaviour are designed to prevent pupils from reaching crisis point. Despite this, some pupils may not be ready to engage immediately with these strategies and they may need time to process their feelings and emotions whilst they are feeling like they are not getting their needs met. When a pupil has reached crisis point the strategies to build positive relationships must be applied during the recovery period if they are going to impact positively on behaviour. This is shown in the model below:



De-escalating pupils who have reached crisis point

It is important that the pupil is allowed to de-escalate in a safe space away from others (Cosy Corners). During this time, it is the role of the staff member to remain calm and model positive behaviours. Stimulations such as talking and noise should be kept to a minimum and feelings should be validated; they are very real for the pupil that is experiencing them. The de-escalation process can be lengthy, and staff may swap in with other members of staff to support this process.

The use of positive handling and restraint to ensure safety

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases, the adults dealing with the issue may choose to implement consequences that could range from loss of privileges to reporting to the Headteacher or Deputy Headteacher for a temporary internal/external suspension and involving external agencies for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views are heard, and they can take responsibility and repair harm caused.

This part of the policy is based on the DfE Non-statutory advice 'Use of reasonable force Advice for headteachers, staff and governing bodies July 2013' and Section 93 of the Education and Inspections Act 2006.

To fulfil our duty of care to prevent harm, positive handling and restraint may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- ❖ Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil).
- ❖ Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- ❖ Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The term 'positive intervention' covers the broad range of actions that involve a degree of physical contact with pupils. Positive intervention is used either to **control** or **restrain** a pupil to ensure their safety and the safety of others. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restrain means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

In extreme cases when restraint is required parents will be informed and a log will be completed immediately after the incident by the member of staff involved. The incident will be recorded in a bound book with numbered pages (kept in the Headteacher's office) and recorded on CPOMS.

For further information please see the Positive Handling Policy.

Suspensions and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Please see persistent level 3 and 4 behaviours that would result in either a suspension or permanent exclusion.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Re-integration meetings following suspensions or off-site directions

A reintegration meeting should be used to welcome the child back into school as well as to re-establish behaviour expectations and agree / review a personalised restorative plan. Depending on the reason for suspension the meeting should address any harmful behaviour through restorative approaches that focus on repairing harm and relationships.

Wherever possible, someone with a positive relationship with the child and their family should lead the meeting. Relevant school staff, the child and a family member should be invited to attend the meeting. Where appropriate, external support agencies may also be invited. While a parents' attendance is not mandatory it is strongly encouraged, though the child will never be prevented from returning to school due to a parent's non-attendance. In these circumstances, a copy of the plan will be sent home to parents following the meeting.

In conclusion, our Behaviour Policy serves as a compass guiding our school community toward respectful interactions, accountability, and shared values. By adhering to these guidelines, we create a safe and conducive environment for all children to thrive, learn, and achieve their full potential. The success of our policy relies on everyone's commitment to its principles.

APPENDIX 1 - The Restorative Approach

Building a positive community including rules and high expectations

The ethos of the school underpins all rules relating to behaviour within the school. At Woodloes Primary School, our values are:

P - Perseverance
R - Respect
I - Integrity
D - Diversity
E - Excellence

The Restorative Approach – Dealing with inappropriate behaviour

Incidences of negative behaviour are dealt with in a fair, respectful, and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm, if applicable. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm, and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate changes with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



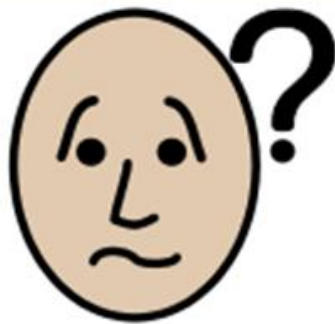
angry



upset



frustrated



confused



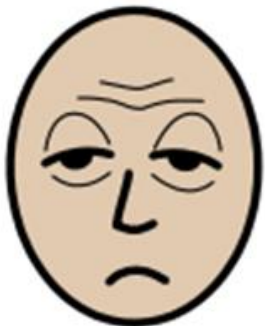
How are you



feeling?



unwell



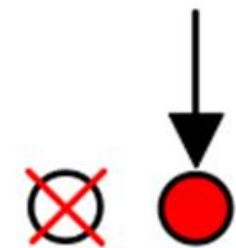
tired






uncomfortable






something



else



shouted at someone


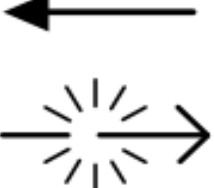
Did not show consideration




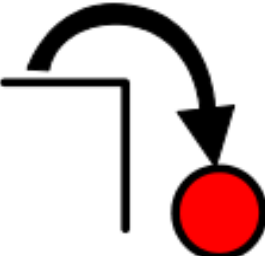
unsafe

stopped learning

What happened?






walked off


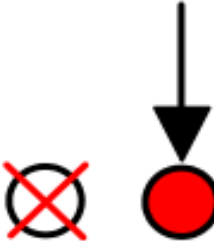




Did not respect an adult

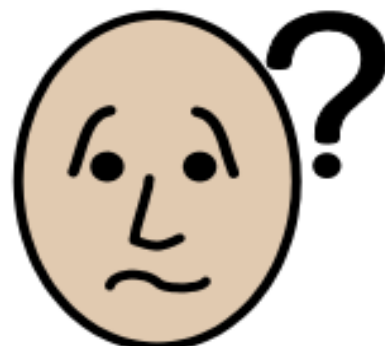
hurt someone

something else



worried



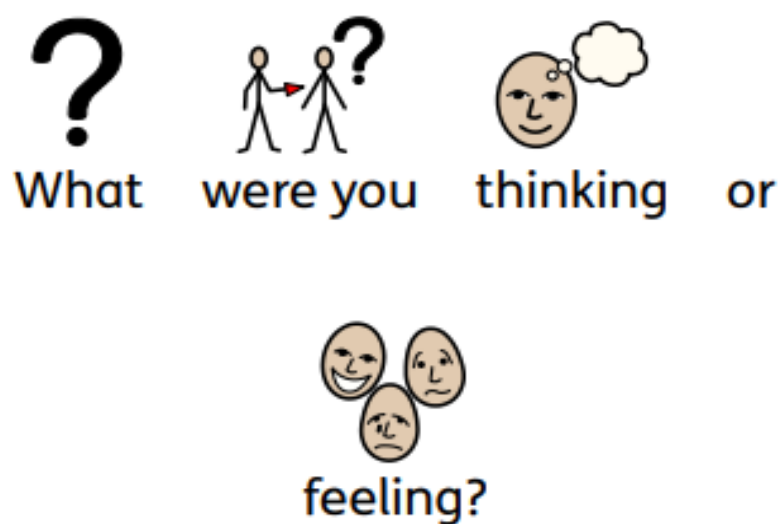
confused



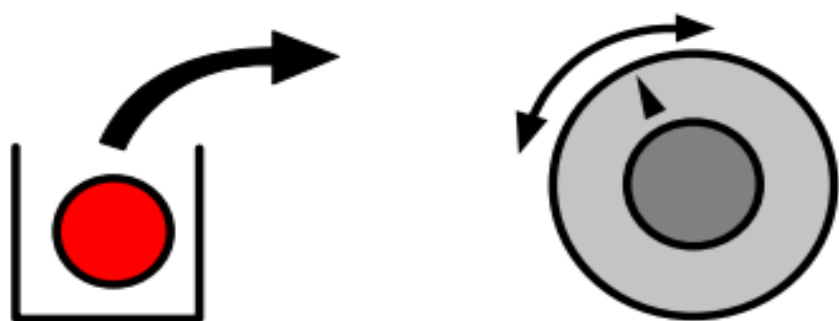
angry



scared



distracted



out of control



excited



something else



sad



sorry



guilty



ashamed



What



are you



thinking

or



feeling



now?



worried



calm



better



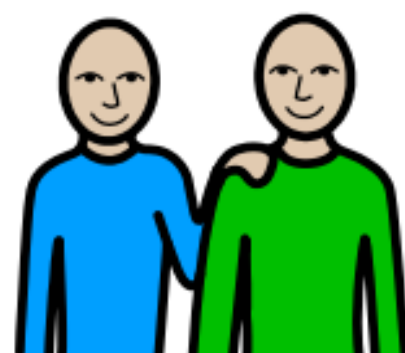
something



else



me



a friend



an adult



my family



who



has been



affected?



my



class



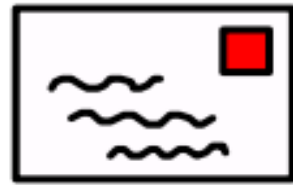
a member of school



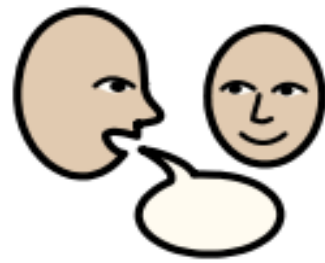
someone else's family



someone else



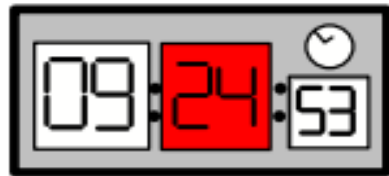
write a letter



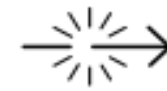
talk to someone



say sorry to someone



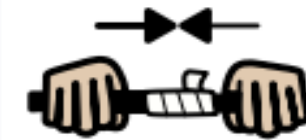
minutes



what needs to happen to



make it right?



fix

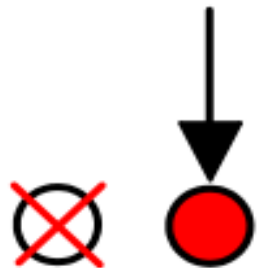
something



tell the truth



make a change



Something

else

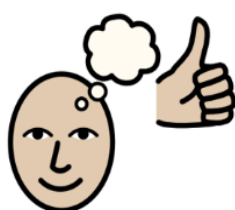


Children's Behaviour Policy

Our **behaviour** shapes the environment we **learn** and **grow** in. By showing good behaviour, we create a **positive** and **supportive atmosphere** where everyone can **thrive, succeed** and **be the best version of themselves**.



Show respect to everyone.



Take responsibility for your own actions and make good choices.



Show the same respect to all adults and visitors, regardless of their role.



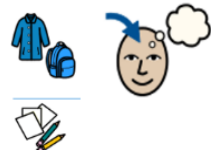
Use our school phrase 'Stop it please' if the actions of others are making you feel unsafe.



Follow instructions to ensure the safety and well-being of everyone.



Care for and support others.



Respect and consider each other's property and learning.



Looking after the resources and displays.



Always walk quietly around the building.



Wear the correct school uniform at all times.



Enter and leave the hall silently and sit quietly during assemblies.

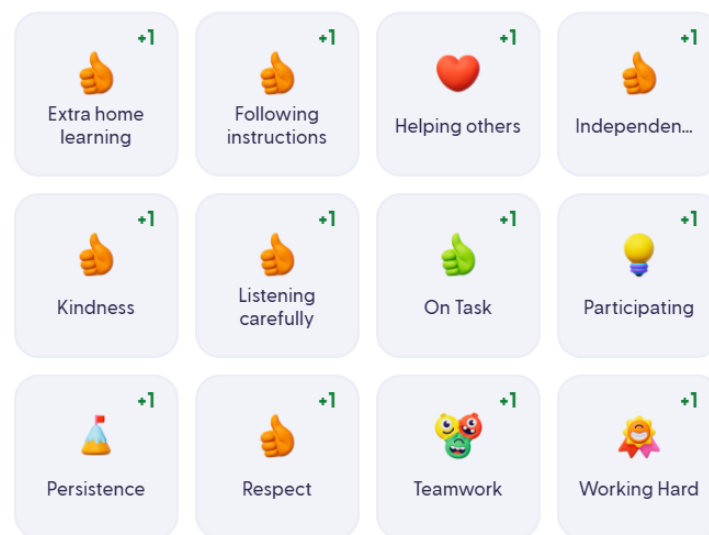


Listen to others and respect their opinions.

Class Dojo

To aid in the monitoring of low level, persistent behaviour patterns, we are going to use the needs work (negative) points allocation on Class Dojo. This will work in line with our behaviour policy but will remove the need to add Level 1 and Level 2 behaviours to CPOMS. Class teachers will have a quick overview and SLT will be able to run reports etc. to monitor. By clicking on an individual child, you will be able to run a point report. **NEGATIVE POINTS WILL NOT BE SEEN BY PARENTS AT HOME.**

Please create/change your positive dojo point descriptions to include the following my happy mind principles:



Negative points will now be recorded by class teachers for Level 1 and Level 2 behaviour where they will be monitored by class teachers and SLT.

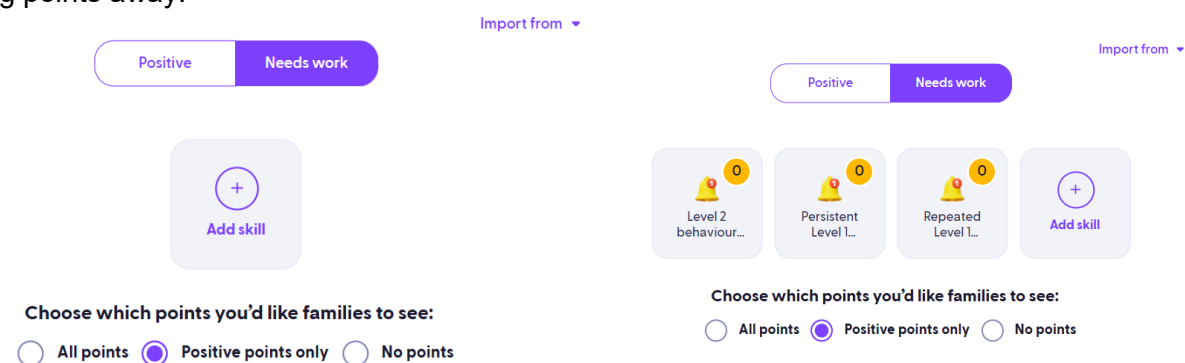
Select whole class

Edit skills

Needs work

Make sure parents can only see positive points

Points value is 0 – we are not taking points away.



Please create your negative dojo point descriptions to include the following:

Repeated Level 1 behaviour warning

This will include:

- Out of seat
- Rocking on seat
- Calling out
- Not listening/ paying attention
- Pushing, shoving in line
- Running indoors
- In wrong place
- Not working
- Not clearing up

Persistent Level 1 behaviour & Level 2 sanction

This will include:

- Distracts others
- Throws small objects to distract – not to hurt
- Inappropriate physical contact, e.g., poking, flicking, pulling hair
- Complains or mutters disruptively/persistently
- Talking at an inappropriate time, or asking inappropriate questions to disrupt
- Hides work or resources • Interferes with other's property
- Minor deliberate damage (pencils) • Leaves the room without permission
- Lies (older pupils)
- Telling lies to get others into trouble
- Persistent rough play

Persistent L2 and L3 should be recorded on CPOMS where parents will have been informed in line with the behaviour policy.