



Behaviour Policy

Office use

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Associated documents:			
<ul style="list-style-type: none"> -Anti-Bullying Policy -Physical Intervention Policy -Behaviour Tiers -Keeping Classrooms Safe for Learning and Teaching -Bassetlaw Behaviour Policy -Safeguarding Policy -SEND Policy -Concerning Behaviours Pathway 			
Links to:			
-DALP Behaviour Principles Statement			



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Aims

Thrumpton Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Children learn effectively when they are settled, secure and happy. Establishing a holistic, consistent and shared approach towards behaviour is essential to create an inclusive community with a positive emphasis, where each and every young person feels supported and encouraged. We believe that respect, self-regulation and strong moral values are the key principles underpinning a whole school policy promoting positive behaviour. Our behaviour policy guides staff to teach self-discipline.

Our main aims are:

- To create a culture of good behaviour: for learning, for community, for life.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To help our children take control over their behaviour and be responsible for the consequences of it.
- To ensure that our children are taught moral values and attitudes that strengthen their respect for themselves and others.
- To provide our children and staff with an environment that is conducive to learning
- To promote respect and celebrate individual differences.
- To foster a safe and stimulating learning environment for all members of the school community.
- To establish a clear approach to managing poor behaviour.
- To encourage the active and early involvement of parents in developing positive behaviour, both in school and at home.

The purpose of our policy is to provide simple, practical procedures for staff and children that:

- Recognise the behavioural norms
- Positively reinforce the behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Principles and Ethos

All members of Team Thrumpton (children and staff) work together to promote the Team Thrumpton Traits. All members of the school community have a role and responsibility in promoting and modelling these traits which are part of our whole school ethos.



- We forge positive relationships with all children, including those who demonstrate challenging behaviour, so that they feel valued and part of the class/school.
- Class teachers are primarily responsible for managing pupil behaviour effectively in line with the requirements of the Teacher Standards and support pupils in line with the Bassetlaw Behaviour Pathway.
- We recognise that challenging behaviour is an indication of an unmet need and changes in behaviour can be a result of home circumstances or safeguarding issues. We therefore speak with parents at a very early stage where there are concerns and seek support where necessary in line with the Safeguarding Policy.
- We recognise the importance of early intervention and aim to identify where pupils are struggling or unsettled before situations escalate.
- We aim to support children in their social learning as with other aspects. Children will be at different starting points and need to be taught social skills. We therefore plan opportunities such as weekly PSHE and Circle Time where these skills are taught. We model and encourage good social skills at all times.
- Negative behaviours can be an indication of low self-esteem. We use strategies which focus on the positive and address the behaviour not the child and not in front of the class.

- Often children who struggle with behaviour feel isolated emotionally. We therefore aim to use strategies which include the child and enable them to participate within the class / school.
- We include the positives when talking with parents and children and any action plans have a stronger positive reinforcement.
- We recognise that change can lead to insecurity in children and result in negative behaviour. We display timetables in every class and ensure particular children are well prepared.
- Entitlement to the curriculum is statutory and we therefore do not use withdrawal from lessons or school activities as a sanction unless it is considered unsafe and built into a behaviour plan.
- We establish the cause of behaviour issues by investigating fully and ensure that children understand the reasons for any consequence. Children are encouraged to reflect on their behaviour choices and on the impact that their behaviour has on others.

Key Principles

How will staff behave?

1. Staff will always adopt a calm, consistent and fair approach to managing behaviour.
2. Staff will remove any personal emotion from the situation.
3. Staff will be 'relentlessly bothered' and invest in getting to know our children and therefore build 'emotional currency'.
4. Staff will give first attention to best conduct.
5. Staff will meet and greet our children with a smile.
6. Staff will recognise children who are 'going the extra mile' in their conduct and learning.

Our Rules



Be Ready! By Be Ready – we mean that our children need to be ready for learning. They need to be ready for school in the correct uniform with the correct equipment.

Be Respectful! By Be Respectful – we mean that our children need to follow instructions. They need to treat others kindly and listen to others. Children need to be respectful by using their manners and looking after our school, equipment and belongings. They need to treat everybody as they would like to be treated. #NoOutsiders

Be Safe! By Be Safe – we mean that children should not hurt others or behave dangerously. They should walk around school and follow our health and safety rules such as picking up things from the floor so others don't trip.

Relentless Routines

Staff will be relentless in the pursuit of our three key routines.

1. Use of manners – we expect all of our children and staff to use please and thank you, to greet each other around school and to not interrupt conversations.
2. Moving calmly around school
3. Entering and leaving classrooms, hall etc. in a calm and orderly manner (Entry and exit)

Recognition and rewards for effort: recognising conduct that is 'going the extra mile'

We recognise and reward learners who go 'the extra mile' and above and beyond our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach.

At classroom level:

1. Praise
2. Name on the Recognition Board
3. DoJos (Working towards Gold [500], Silver [250] and Bronze [100] DoJo awards)
4. Going the extra mile award (Postcard Home, star pin badge awarded in assembly and recognition on the newsletter)

At school level:

1. Praise
2. DoJo (Working towards Gold [500], Silver [250] and Bronze [100] DoJo awards)
3. Principal Star award (Children can be sent to the Principal for recognition of an exceptional piece of learning, achievement or behaviour. The child will receive a Star Award wristband and a Principal's Star of the Week Dojo. They will also receive a DoJo message home to inform parents / carers and their achievement will be celebrated on the weekly newsletter.)
4. Going the extra mile award (Postcard Home, star pin badge awarded in assembly and recognition on the newsletter)

At lunchtime:

1. Praise
2. Name on the Recognition Board
3. DoJos (Working towards Gold [500], Silver [250] and Bronze [100] DoJo awards)
4. Going the extra mile award (Postcard Home, star pin badge awarded in assembly and recognition on the newsletter)

Be The Best You Can Be Fridays

The idea of Be The Best You Can Be Friday is for the Principal or senior member of staff to invite two children from each class who has been the best they can be every single day during the week to share a hot drink and a chat together. It is an opportunity to spend time with members of the school who get on quietly but don't always get the recognition that they deserve. It is a ripple of recognition of those children who always do the right thing.

Teachers will select two children each week for the Principal or senior member of staff to invite. Where there are more than two children who could attend, the names of all of the children will be put into a hat and drawn out at random to ensure fairness.

We ensure children are clear about our Team Thrumpton Traits by agreeing and displaying them. We revisit these regularly.

We praise frequently and ensure more praise than correction. Our day to day behaviour system is based on rewarding positive behaviour and providing an incentive for it.

We have the expectation that ALL children will be well behaved.

We also reward through responsibility and allocation of jobs.

When Individual Behaviour Plans are in place, we try to use rewards which give responsibility as these are often better and more meaningful than 'treats' as this builds on positive 'desirable' behaviours and self-esteem.

There are also weekly awards for Mathletics, Spelling Shed and Times Table Rock Stars, our in web-based resources. The classes who have earned the most points in a week on Mathletics and Spelling Shed will be celebrated in our Friday assembly. The top scorers in each class on Mathletics each week will receive Mathletics Dojos (1st, 2nd and 3rd place). The top scorers across school on Times Table Rockstars will be acknowledged in Friday assembly and receive a TTRS Dojo.

Social and emotional support and well-being

In order to support the well-being and emotional resilience of our children, we follow the Take 5 initiative within school. The Take 5 at school project involves grounding and breathing exercises with the aim to develop a greater sense of personal wellbeing. It enables children to manage stress and navigate challenging situations more effectively and increases their ability to focus and concentrate. Take 5 takes place daily in all classes after lunch and at other times throughout the day if necessary.

We also employ a Family Support Worker / School Counsellor and run a Nurture Group to support children and families who may require additional social or emotional support.

Consistency in practice

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

All staff

1. Meet and greet at the door.
2. Refer to 'Be Ready, Be Respectful, Be Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all children.
5. Use a visible recognition board throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. *Prevent before sanctions.*
7. Follow up every time, retain ownership and engage in restorative conversations with children.
8. Never ignore or walk past children who are behaving badly.

Senior leaders

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet children
- Be a visible presence around school
- Regularly share good practice
- Support staff in managing children with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies
- Take time to welcome children at the start of the day

Managing behaviour: Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. (See Appendix for additional clarification)

Step	Action
1. Rules Reminder	<ul style="list-style-type: none"> ✓ A reminder of the expectations (Be Ready, Be Responsible, Be Safe) delivered privately where possible. ✓ Repeat reminders if necessary. ✓ <i>Deescalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage.</i>
2. Warning	<ul style="list-style-type: none"> ✓ A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. ✓ Use 'Think carefully about your next step.'
3. Last chance Moved to reflection	<ul style="list-style-type: none"> ✓ Speak to the child privately and give them a final opportunity to engage. ✓ Offer a positive choice to do so and refer to previous examples of good behaviour. ✓ Use the 30 second scripted intervention <p>I noticed you are... It was the rule about ... that you broke. You have chosen to... Do you remember last week when you ... ? That is who I need to see today. Thank you for listening. (Give take up time)</p> <ul style="list-style-type: none"> ✓ Attach 'Stay behind after the lesson, at break, lunch, take time out to reflect on the choices you are making' to this step. It cannot be removed, reduced or substituted. ✓ If there are secondary behaviours, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning children to their learning.
4. Reflection	<ul style="list-style-type: none"> ✓ Time is spent reflecting on behaviour choices during playtimes or lunchtime. ✓ Children may need a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. Children should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. ✓ If the step above is unsuccessful, or if a child refuses to go take a time out then the learner will be asked to leave the room. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. ✓ If children refuses to move, walk away and address the behaviour once the rest of the class have left. ✓ If the situation is dangerous, remove the rest of the class or send your red card for support.
5. Repair	<ul style="list-style-type: none"> ✓ Restorative conversation takes place. This could be a brief chat or a more formal meeting.

If a child reaches the last chance step, time must be given to the child to reflect on their choices and the incident and consequence is recorded on Scholar Pack. Repeated low level behaviours resulting in a child being warned may also be logged when and if necessary to identify triggers and patterns.

Every effort is made to follow through with the consequence on the same day so that the child can start fresh the following morning

Any time out, playtime / lunchtime missed must be supervised.

Children are encouraged to apologise meaningfully to adults and children that may have been impacted by their behaviour. However, these cannot be forced. Where appropriate, letters of apology are written by the child.

Where appropriate, class Circle Time or discussion may be utilised to resolve and explore behaviour incidents.

Where there are several incidents of concern during a one week period or short period of time, teachers will discuss this with parents or carers.

Parents may be asked to contribute towards any equipment that has been misused, damaged or broken by a child.

It is important that children are clear about the undesirable behaviour, its impact on others and how they can change this. If felt necessary by members of staff, children may be asked to take playtimes inside, in order to support and encourage them to have successful and happy playtimes. This would only be used as a temporary measure.

Where children are displaying behaviours of concern and the policy is proving insufficient / ineffective, the class teacher should decide whether to proceed along the Behaviour Pathway. Certain types of behaviours also need very clear consequences. (See Appendix)

Any racist, homophobic or discriminatory comments must be recorded on Scholar Pack and brought to the Principal's attention.

Managing behaviours: Lunchtimes

All Mid-Day Supervisors follow the guidance in this policy.

They will:

- Reinforce positive behaviour with praise, Dojos, recognition board and Going the extra mile awards.
- Recognise effort and positive behaviour by praising frequently both in the hall and outside
- Support positive play
- Monitor well so that any arising issues can be identified
- Intervene early
- Listen to children to establish the situation
- Ensure children understand what is wrong and what the desired behaviour should be
- Allocate time out where appropriate
- Report issues on Scholar Pack at the end of lunch and let Class Teacher's know of any issues and 'Reflection: Time Outs'.
- Follow behaviour plans where appropriate
- Seek support from Senior staff where necessary
- Seek support where a high level situation arises (Red Card to staff room).

Managing behaviours: Playtimes

Reflection: Timeout and a restorative conversation is used to manage inappropriate behaviours at playtimes.

Restorative Conversations

Restorative approaches allow adults to model emotional literacy and develop the student's empathy, so that their drive to behave in a negative way is challenged not by sanctions, but by the impact the behaviour has on others in society. It is not about using fear to force a person to change behaviour or make amends, but instead using structured conversation to make them accountable for what they choose to do.

Restorative conversations are a core part of repairing damage to trust between staff and children and in teaching children about the wider impact of their behaviour choices.

Our restorative conversations are structured in 6 steps. Red questions are used with younger children.

Key restorative questions

The restorative approach focuses on key questions:

- **What happened?**
- **What were you thinking?**
- **How did this make people feel?**
- **Who else has been affected?**
- **What should we do to put things right?**
- **How can we do things differently in the future?**

- **What happened?**

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement. Take care how you present your views.

- **What were you thinking?**

This reflection helps the child to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the child that their initial thoughts sent them down the wrong path.

- **How did this make people feel?**

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by anger, visitors who were shocked or younger children who were scared.

- **Who else has been affected?**

In time that reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching children to use their conscience.

- **What should we do to put things right?**

- **How can we do things differently in the future?**

Pupil Voice

Our School Council are regularly consulted regarding behaviour and their views on the policy in school.

Concerning behaviour

Where there is concern regarding behaviour or a change in behaviour, teachers follow the Graduated Response to Behaviour agreed by the Bassetlaw Behaviour Partnership (See Thrumpton Primary Academy Behaviour Pathway).

This is based on the principles that:

- most issues can be corrected through early intervention and alterations to classroom practice
- parents are fully aware, consulted and involved
- there is guidance for strategies
- staff feel supported in the escalation process where classroom adjustments have not led to improvement or behaviours are severe
- the role of the SENCo is clear and not relied upon to manage behaviour
- Senior Leaders in the school are involved in an appropriate way and at an appropriate level

Thrumpton Primary Academy works closely with the Bassetlaw Behaviour Partnership.

Parental Support

All parents/carers, in the promotion of positive behaviour, are expected to:

- Talk to their children about the school expectations of work and behaviour
- Encourage children to discuss problems
- Attend parent's evening and communicate with the school any concerns/issues which may affect their child's behaviour/learning
- Ensure that their child attends school regularly and on time
- Behave in an appropriate manner towards all staff and pupils within the school, e.g. speak to staff and pupils calmly and with respect
- Encourage children to use good manners
- Praise children for positive recognition received at school

Parents and Carers have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. Our Home-School Agreement is inside of our Home School Contact Books and will be sent out for signing at the beginning of each school year or as a child starts school.

It is important that teachers can depend on parent's full support in dealing with their child's behaviour.

To support parents, the school community will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school
- giving parents regular constructive and positive comments on their child's work and behaviour
- communicating regular information about school events, achievements and issues of concern
- encouraging parents to come into school on occasions other than parents' evenings
- keeping parent informed of school activities by letter, newsletter, DoJo etc.
- involving parents at an early stage in any disciplinary problems.

Homework And Equipment

We recognise that events in the lives of children and families can make it difficult to always remember PE kits, musical instruments and other school equipment; however, it is important that we teach children to take responsibility for the things they need and to be organised in order to develop independence in this so that they are well prepared for their next stage of education.

- We will remind parents when children have not had equipment needed through a Dojo message.
- We will speak with parents to establish reasons where homework or kit has been missing twice in succession so that we do not punish a child for circumstances beyond their control.
- We will make efforts to overcome barriers by e.g. providing a spare set of kit or resources for homework where necessary.
- Where there becomes a pattern of missing equipment, homework etc or staff have concerns regarding this, parents will be invited into school to discuss and set a plan to resolve the issues.
- Children may be asked to complete missing homework during their playtimes or lunchtimes.

Year 5 and 6

In order to prepare our children for the expectations as they move on to secondary school, we expect our oldest children to take greater responsibility for organising their equipment and resources. Therefore, a Strike System will operate. Each time that a child does not have the correct resources, homework or equipment in school they will receive a strike. If a child receives three strikes in one term, playtime will be missed. Strikes will start fresh each term.

Bullying

It is important that we distinguish between 'falling out' which occurs between children from time to time and bullying. Changes in behaviour and challenging behaviour can be caused by bullying. Bullying can be defined as 'behaviour by an individual or group, usually repeated over time, that

intentionally hurts another individual or group either physically or emotionally.’ This can take many forms and is often motivated by prejudice.

Our Definition Of Bullying Behaviour:

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

In line with our Anti-Bullying Policy, all incidents will be investigated and where it is found that bullying is taking place, this will be treated as a high priority and will be dealt with firmly and fairly. Where it is found that the event does not constitute bullying, the situation will still be looked at carefully to establish the child’s perception and this behaviour policy will be applied. Full details can be found in the Anti-Bullying Policy.

Behaviour And Attendance

It is important that any issues with attendance are also considered in hand with concerns regarding behaviour. This can be an indication of bullying or of a safeguarding issue. Further support should always be sought where appropriate.

Safe Holding And Physical Restraint:

We follow the guidance in the DfE document, Use of reasonable force in schools.
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All staff aim to intervene at an early stage to prevent issues from arising or escalating.

Most support staff are trained in CRB (Coping with Risky Behaviours) and are therefore skilled in the diffusion of a situation in order to avoid the use of handling.

The use of physical restraint is reserved for extreme circumstances to prevent harm to the child, other children or a member of staff.

Every effort is made to avoid confrontation and to de-escalate a situation however there are occasions where restraint is necessary to ensure pupil and staff safety. We aim to carry this out in a calm and efficient way to minimise the impact on other pupils. Where it is felt that the use of restraint may be necessary at some point, this is discussed with parents and a record is kept of all events on Scholar Pack.

Exclusion

Exclusion from school is used only as a last resort.

There are two types of exclusion: fixed term and permanent exclusion.

Exclusion may be used for the following:

- Physical assault on any member of staff.
- Unprovoked physical attack on a child.
- Threatening behaviour using an object as a weapon.
- Dangerous behaviour (including sexual) to oneself or others.

Nottinghamshire procedures for Exclusions are followed and reported to Governors in the termly CSI Reports. The process is carried out in such a way as to ensure that children have a full understanding and are supported in managing future behaviours.

Monitoring

It is important that we monitor behaviour throughout the school to ensure that our strategies are effective.

This is achieved through:

- Ongoing observations by all staff and regular discussion at staff meetings
- Meetings with Mid-Day Supervisors
- Monitoring of the Behaviour Log by the Principal / members of the Senior Leadership Team.

Behaviour incidents are recorded on Scholar Pack (along with actions taken) which is then checked by the Principal or members of the Senior Leadership team at the end of each month. The Principal uses this to identify patterns and monitor across classes.

Behaviour Principles







Our policy is written in line with the DALP Behaviour Principles. These can be found at:

<http://dalp.org.uk/wp-content/uploads/2018/08/Behaviour-Principles.pdf>

Appendix

<u>LOW LEVEL</u>	<u>DISRUPTION IN CLASS</u>	<u>HIGH LEVEL</u>
<ul style="list-style-type: none"> *Behaving in an unfriendly way towards another child and excluding others *Talking out of turn / Calling out *Disturbing / Disrupting the learning of others *Being off task 	<ul style="list-style-type: none"> *Ignoring instructions *Not respecting school equipment *Speaking or behaving disrespectfully *Continuing to disturb the class *Continuing to break rules *Physical contact with another child (Low level) *Continuing to call others unkind names 	<ul style="list-style-type: none"> * Physical or verbal abuse directed at another child or adult *Swearing including gestures *Using racist or homophobic language *Dangerous, threatening behaviour *Serious damage to school equipment *Fighting *Continuing to ignore instructions *Stealing
<p style="text-align: center;">Follow:</p> <p style="text-align: center;">Rules Reminder</p> <p style="text-align: center;">Warning</p> <p style="text-align: center;">Reflection: Last chance / Time Out / Missed break time</p> <p style="text-align: center;">Repair</p>		<p style="text-align: center;"><u>FIRST OFFENCE</u></p> <p style="text-align: center;">*Reflection: Time Out / Missed playtime / lunchtime</p> <p style="text-align: center;">*Repair: Restorative Conversation</p> <p style="text-align: center;"><u>SECOND OFFENCE</u></p> <p style="text-align: center;">*Reflection: Time Out / Missed playtime / lunchtime</p> <p style="text-align: center;">*Repair: Restorative Conversation</p> <p style="text-align: center;">*LETTER sent to my parents from my Class Teacher</p> <p style="text-align: center;">*A MEETING will be held with you, your parents and teacher to discuss your behaviour</p> <p style="text-align: center;"><u>THIRD OFFENCE</u></p> <p style="text-align: center;">*Reflection: Time Out / Missed playtime / lunchtime</p> <p style="text-align: center;">*Repair: Restorative Conversation</p> <p style="text-align: center;">*LETTER sent to my parents from Mrs Hurley</p> <p style="text-align: center;">*A MEETING will be held with you, your parents and teacher and Mrs Hurley to discuss your behaviour</p> <p style="text-align: center;"><i>*If you refuse to go to another class or do as you have been asked, you may be supported by members of staff to MOVE SAFELY TO BLUEBELL WOODS</i></p> <p style="text-align: center;">*A MEETING will be held with you, your parents and teacher to discuss your behaviour.</p>

Where there are several incidents of concern during a one week period or over a short period, teachers will discuss this with parents or carers.

<p style="text-align: center;"><u>AFTERSCHOOL CLUBS</u> <u>Low Level</u></p>	<p style="text-align: center;"><u>AFTERSCHOOL CLUBS</u> <u>High Level</u></p>
<ul style="list-style-type: none"> *Behaving in an unfriendly way towards another child & excluding others *Play fighting *Messing around / Being silly *Disturbing / Disrupting the club 	<ul style="list-style-type: none"> * Physical or verbal abuse directed at another child or adult *Swearing including gestures *Using racist or homophobic language *Dangerous Threatening behaviour
<p style="text-align: center;">*WARNING given</p> <p style="text-align: center;"></p> <p>*If your behaviour continues, you will be TOLD to take TIME OUT for a time specified by the leader.</p> <p>*If your behaviour continues, within the same session, despite having TIME OUT, you may be asked to SIT OUT for the remainder of the session. A restorative conversation will take place.</p> <p style="text-align: center;"></p> <p>*In the next session, if your behaviour continues, you will be BANNED from the next session and your parents will be informed.</p>	<p style="text-align: center;">*You will be TOLD to STOP</p> <p style="text-align: center;"></p> <p>*You may be asked to SIT OUT for the remainder of the session</p> <p style="text-align: center;"></p> <p>*IMMEDIATE BAN from the next session</p> <p style="text-align: center;"></p> <p>*Class teacher and Mrs Hurley informed</p> <p style="text-align: center;"></p> <p>* Your parents will be informed</p>



DANGEROUS BEHAVIOUR

*If your behaviour is considered to be **DANGEROUS** for you or other people, you will be asked to **STOP**.



*You will be **taken to a safe place** to calm down and discuss the incident.



*If you refuse to STOP or go to the safe place, you will be supported by members of staff to **move safely to the safe place**.



* Mrs Hurley will be informed.



*A **LETTER** will be sent to your parents from Mrs Hurley.

Possible INTERNAL EXCLUSION or FIXED TERM EXCLUSION

What happened?

Triggers / Feelings

Effect	
YOU	OTHERS

Solutions

What happened? (What do we know?)

I think I did...

I felt...

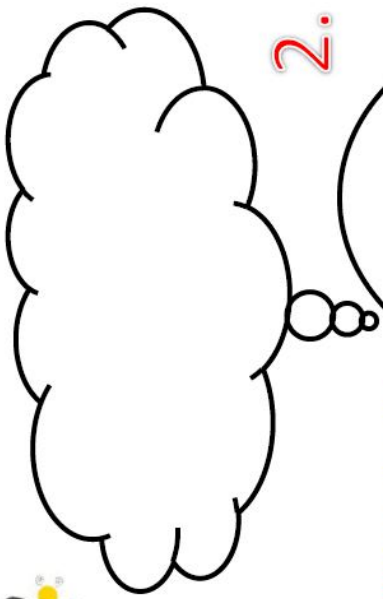
Who was affected?

I thought...



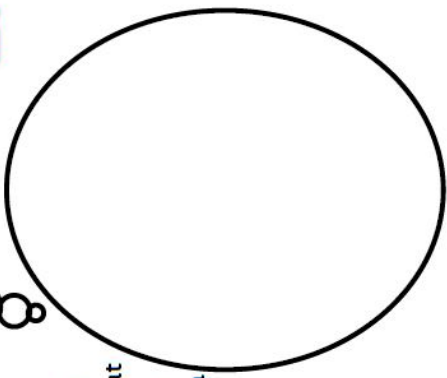
1.

What happened? Write or draw what happened



2.

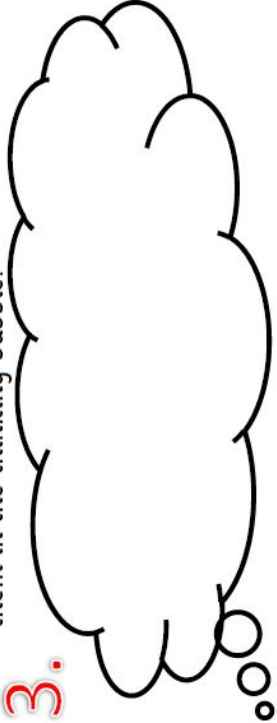
What were you thinking about at the time? Write your thoughts in the thinking bubble.



How did it make you feel? Draw your facial expression

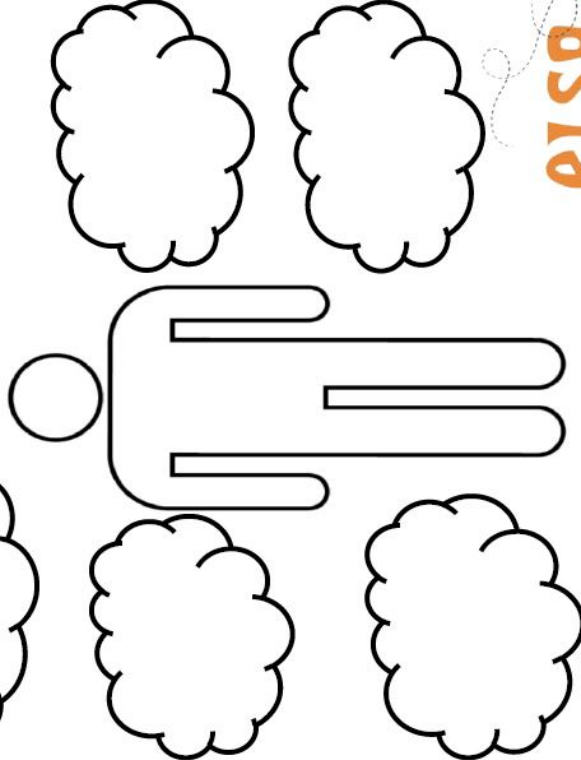
3.

What have your thoughts been since the incident? Write them in the thinking bubble.



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



5.

What do you need to do now to make things right? Write in the speech bubble.



RESTORATIVE
PRACTICE



Repair

Reflection

Warning

Think carefully about
your next step

**Rules
Reminder**