

**Godmanchester  
Bridge Academy**

# Positive Behaviour Policy

September 2023

**Ready    Respectful    Responsible**  
**Resilient    Reflective**

# Contents

## Contents

Introduction.....	3
GBA – Behaviour Policy .....	5
School Values.....	8
Rewards and Recognition.....	9
Consistent Approach .....	10
Roles and Responsibilities .....	11
Children with SEND.....	13
Monitoring and Review .....	14
Behaviour Curriculum Content.....	15
Emotional Literacy.....	18
Unacceptable Behaviour and Consequences .....	21

## Introduction

At Godmanchester Bridge Academy we develop children's character through our behaviour curriculum. To build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Good behaviour in school is key to good education. Godmanchester Bridge Academy needs to manage behaviour well so that we can provide a calm, safe and supportive environment which our pupils want to attend and where they can learn and thrive. Being taught how to behave well and appropriately in school is vital so that all pupils can succeed.

At Godmanchester Bridge Academy, staff focus on de-escalation and preventative strategies rather than reactive strategies. We support children to manage their own behaviour appropriately which helps develop internal discipline through our restorative approach. We aim to promote pro-social behaviour and manage unacceptable, difficult, or dangerous behaviour, whilst understanding what behaviour might be communicating.

We believe that consistent routines and high expectations for behaviour will allow our pupils to thrive in school. We recognise that all the experiences that pupils have in school help them to develop a secure understanding of what is acceptable and unacceptable behaviour. We value the clarity that the Department for Education provided in their [Behaviour in Schools documents \(September 2022\)](#).

**A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, 'pupils are expected to line up quietly outside a classroom. A behaviour curriculum does not need to be exhaustive, but represent the key habits and routines required in the school.**

These expectations and routines will be taught to the children using our behaviour curriculum.

### Mental Health and Wellbeing

*Mental health is a state of well-being in which every individual reaches his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her community. (World Health Organisation)*

At Godmanchester Bridge Academy, we aim to promote positive mental health and wellbeing for every member of our staff and pupils. We pursue this aim using both universal whole school approaches, and specialised targeted approaches. Through aspects of this behaviour policy, we aim to improve the mental health and wellbeing of each pupil in our school.

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School suspensions and permanent exclusions](#)
- [Behaviour in Schools – DfE \(September 2022\)](#)

The policy is also supported by the Special Educational Needs and Disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils  
Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

## GBA – Behaviour Policy

### **Our Behaviour Policy sets out:**

- the roles and responsibilities of staff
- what is and is not acceptable behaviour

### **and how we;**

- encourage good behaviour and respect for others
- secure an acceptable standard of behaviour of pupils
- promote, among pupils, self-discipline and proper regard for authority
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ensure that pupils complete any tasks they have been set and
- monitor and record incidences of positive and negative behaviour

An overview of our policy is outlined in the table below for ease of reference. Each section is then supported through the Appendices which follow.

Values	Consistency	Emotional Literacy	Restorative Practice	Stages
<p>Children are taught our values, and are expected to be:</p> <ul style="list-style-type: none"> <li>• Ready</li> <li>• Respectful</li> <li>• Responsible</li> <li>• Resilient</li> <li>• Reflective</li> </ul> <p>at all times.</p> <p>These values are celebrated through the house system</p> <p>Good behaviour is praised either privately or publicly</p>	<p>Values are displayed in every room (and any other room where learning happens)</p> <p>Clear expectations are explicitly taught through our Behaviour Curriculum</p> <p>Expectations are high for all children</p> <p>Adults use the same approach*</p>	<p>The Incredible 5-point Scale is used to help identify emotions</p> <p>Key vocabulary is used to build understanding</p> <p>Emotional literacy, social awareness and understanding the needs and rights of others is taught as part of the Behaviour Curriculum</p> <p>We teach children the skills and attitudes needed to achieve and maintain positive behaviour through Behaviour Curriculum</p> <p>Sometimes self-esteem is promoted through special groups, e.g. social skills groups</p>	<p>Restorative language is used for reminders</p> <p>Restorative approach is built around four key principles:</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Responsibility</li> <li>• Repair</li> <li>• Re-integration</li> </ul> <p>Restorative conversations are used to help develop self-discipline in our pupils and encourage them to accept responsibility for their own behaviour.</p> <p>Children are taught to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused.</p> <p>Anti-social behaviour is actively discouraged and mutual respect promoted</p> <p>In certain circumstances, behaviour support plans may be set in place for specific children</p>	<p>Graduated approach to poor behaviour which includes:</p> <ul style="list-style-type: none"> <li>• Educational Consequences</li> <li>• Protective Consequences</li> </ul>
<p><b>Appendix 1</b></p> <ul style="list-style-type: none"> <li>• <a href="#">School Values</a></li> </ul> <p><b>Appendix 2</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Rewards and Recognition</a></li> </ul>	<p><b>Appendix 3</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Consistent Approach</a></li> </ul> <p><b>Appendix 4</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Roles and Responsibilities</a></li> </ul> <p><b>Appendix 5</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Children with Specific Needs</a></li> </ul> <p><b>Appendix 6</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Monitoring and Review</a></li> </ul>	<p><b>Appendix 8</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Emotional Literacy</a></li> </ul>	<p><b>Appendix 9</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Restorative practice</a></li> </ul>	<p><b>Appendix 10</b></p> <p><a href="#">Unacceptable Behaviour &amp; Consequences</a></p>

	<b>Appendix 7</b> <ul style="list-style-type: none"><li>• <a href="#">Behaviour Curriculum Content</a></li></ul>			
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# Appendixes

## School Values

We revisited our school values in the summer term 2023 and agreed on the following;

**Ready** – we are ready to learn, listen and achieve success

**Respectful** – we are respectful to ourselves, others and property

**Responsible** – we are responsible for our learning and the choices we make

**Resilient** – we bounce back when things do not go to plan

**Reflective** – we learn from our mistakes

Through our school values, we:

- Provide a calm, safe environment in which all pupils can achieve their very best.
- Teach pupils the skills and attitudes they need to behave positively.
- Promote respectful relationships between all members of our school community.
- Employ a consistent approach to behaviour management throughout our school.
- Expect pupils to demonstrate self-discipline and take responsibility for their behaviour.
- Ensure everyone understands the important role they play in our school.
- Promote pupils' self-esteem and help them to have confidence in themselves.
- Recognise that each pupil is an individual with their own needs.
- Help pupils to become aware of the needs of others.
- Involve parents in supporting the good behaviour of their children.



## Rewards and Recognition

We expect all members of our school community to promote positive behaviours by celebrating and praising children's personal achievements when they occur. These achievements are recognised, valued and shared with individuals, their peer group and their families. Our policy is built on a belief that all pupils are capable of positive behaviour and that we should seek this out, recognise it and reward it in some way. We acknowledge positive choices in several ways:

### House Points

We recognise the value of pupils developing their sense of belonging to their class, Phase, Key Stage, House, and School. This sense of belonging promotes agreed ways of behaving and the importance of being a representative of your class, House, and School.

When children and staff join the school, they join one of our four Houses (Neptune, Luna, Jupiter, Minerva). Our four houses are named after four of the Roman gods as our school is located close to the Roman way. Pupils in Years 5 and 6 stand for election as House Captains.

Pupils who exemplify our School Values, who go above and beyond, are awarded House Points and these are recorded on Class Dojo. Parents have access to Class Dojo and can see when their child receives a House Point. When a pupil receives a House Point, they are contributing to the success of their House.

House Captains collect and tally House Points ready for the weekly Celebration Assembly (Thursday). The House with the most points each half term will receive a reward e.g., a non-uniform day, an afternoon of OPAL play as a House, etc.

### Celebration Assembly

Each week, each teacher chooses a child from their class who has **consistently** shown all **five** school values. This achievement is recognised in our Celebration Assembly where the child is presented with a Recognition Reward Certificate.

### Honours Awards

At ten points in the year, we recognise the significant contribution a pupil has made to their class and award an Honours Award. These awards are given during our Honours Award Assemblies, which the parents of the recipients are invited to.

These are awarded for the following reasons:

September	Settling in well to their new class
October	School Value: Ready
December	Autumn Term Honours Award
January	School Value: Respectful
February	School Value: Responsible
March	Spring Term Honours Award
May	School Value: Resilient
June	School Value: Reflective
July	Summer Term Honours Award
July	Whole Year Honours Award

### Positivity Postcard

Every child in the school will receive a Positivity Postcard once in the school year in recognition of an achievement in class. These e-postcards are sent via email to a child's parents.

## Consistent Approach

As staff, it is our responsibility to build positive relationships with the pupils at our school by demonstrating, teaching, and upholding our school values. We actively seek opportunities to recognise and acknowledge when pupils demonstrate the 5 R's. We act when a pupil's behaviour is unacceptable, using a restorative approach to encourage them to take responsibility for their actions and to improve their behaviour. If the unacceptable behaviour continues, we use our Staged Approach.

As staff we ensure that this policy is applied consistently and fairly. Classes do not have individual Class Charters or rules. All classes follow the GBA Behaviour Curriculum.

Staff share a responsibility to recognise when a pupil demonstrates the 5 Rs and to celebrate this. In most cases, this will be a verbal acknowledgement, but staff may also choose one of the other ways that we reward positive behaviour.

Equally, all staff are expected to take appropriate action when a pupil has difficulty following the 5 Rs. This may include implementing the Staged Approach.

All staff are trained in the Restorative Approach to supporting positive behaviour, and restorative conversations take place with pupils both formally and informally to enable them to understand why their behaviour was unacceptable and how it impacted others.

### **Our Behaviour Policy should be read alongside:**

- [Safeguarding and Child Protection Policy](#)
- [Anti-bullying policy](#)
- [Equality & PR1 Policy](#)
- [SEND Policy](#)

## Roles and Responsibilities

<b>The Governing Body</b>	<p>The Governing Body is responsible for approving our behaviour policy.</p> <p>They review the policy with the SLT and Headteacher to monitor its effectiveness.</p>
<b>The Headteacher</b>	<p>The Headteacher is responsible for reviewing this policy with the Governing Body.</p> <p>The Headteacher ensures that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.</p> <p>All Prejudice and Racist Incidents, and Bullying, are recorded and regularly monitored.</p>
<b>Pastoral Lead</b>	<p>The Pastoral Lead will work with the Headteacher to monitor the implementation of this policy and provide the staff with support as needed.</p> <p>The Pastoral Lead will also train individuals in the Restorative Approach as part of their induction.</p>
<b>Staff</b>	<p>All staff share a common responsibility for ensuring the positive behaviour of children in and around our school in line with our school's Behaviour Policy.</p> <p>Class teachers have day-to-day responsibility for the behaviour management of their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the pupils. Teachers will manage the behaviour of pupils in line with our school's Behaviour Policy and provide a personalised approach to the specific behaviour needs of particular children. Records of behaviour are kept by each class teacher.</p> <p>Staff on duty will ensure that our school's Behaviour Policy is adhered to. They will ensure that class teachers are informed of any behaviour issues involving children in their classes.</p>
<b>Parents and Carers</b>	<p>Parents and carers can support their child/ren's behaviour by:</p> <ul style="list-style-type: none"> <li>• talking to their child about how their school manages behaviour, including the 5 R's</li> <li>• understanding that children learn developmentally, including how they behave and how their behaviour affects others</li> <li>• understanding that everyone learns best when they feel good about themselves.</li> <li>• encouraging their child to see things from other people's points of view</li> <li>• encouraging their child to be a good friend</li> </ul> <p>The school expects parents to make their children aware of appropriate behaviour in all situations and to encourage in them to become independent and demonstrate self-discipline. If behaviour has fallen below an acceptable standard, we will expect parents to work in partnership with the school to improve their child's behaviour.</p> <p><b>Parents and carers will need to:</b></p> <ul style="list-style-type: none"> <li>• inform the school of any changes in circumstances that may affect their child's behaviour</li> <li>• discuss any concerns (in the first instance) – with the Class teacher</li> <li>• promote our school values with their children and support school staff when unacceptable behaviour needs addressing</li> <li>• Support children to complete work sent home</li> </ul>
<b>Children</b>	<p>Children are expected to follow our school values – Ready, Respectful, Responsible, Resilient and Reflective.</p>

	<p>Pro-social behaviour, politeness and good manners are always insisted upon. Behaviour that inhibits the learning or the safety of others is not accepted.</p> <p>Children are also expected to use the strategies they have been taught to improve their self-regulation and de-escalation.</p>
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## Children with SEND

We will consider the age and any special needs of a child when dealing with 'unacceptable' behaviour. In line with the SEND Code of Practice, we ensure all relevant reasonable adjustments are made to support children with special needs.

It is sometimes necessary to create special, tailor-made programs to include personal, achievable targets and a system of rewards for children with SEND. Our expectation of children with SEND must remain high and therefore these adaptations are made only when necessary. The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child. In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for a child.

Areas of behaviour that need improvement are identified and targeted in the child's Individual Programme. Parents, Headteacher, Phase Leader, Pastoral Lead, SENCo, Teaching Assistants and outside agencies may be included in the programme if deemed necessary or helpful. Risk assessments will be put in place for children who we feel will need additional support to access school.

The safety of every pupil and their opportunity to learn without hindrance remains the single most important aim.

## Monitoring and Review

This policy will be reviewed by the Headteacher and the Godmanchester Bridge Academy Governing body in line with the rolling programme of Policy reviews.

Our Pastoral Lead will monitor behaviour across our school through discussions with class teachers and monitoring the Behaviour Books and Arbor reports. They will assist individual class teachers with issues of behaviour through advice and support children who display persistent Stage 1 behaviours and/or Stage 2 and Stage 3 behaviour.

## Behaviour Curriculum Content

Ready	Respectful	Responsible	Resilient	Reflective
<ul style="list-style-type: none"> <li>• Arrive at school on time</li> <li>• Enter the classroom sensibly</li> <li>• Quickly settle at your table or carpet space</li> <li>• Maintain eye contact with the adult</li> <li>• Listen without interrupting</li> <li>• Engage with others positively</li> <li>• Settle to tasks quickly</li> <li>• Hang my coat up, put my lunchboxes on the trolley and water bottle in the box.</li> <li>• Move my name onto the Incredible 5 Point Scale as my well-being check in.</li> <li>• Remain seated unless given permission to leave their seat</li> <li>• Do not leave the room unless I have permission from a member of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a calm and polite tone of voice</li> <li>• Say please and thank you</li> <li>• Hold doors open for others</li> <li>• Talk kindly to others</li> <li>• Say good morning/afternoon</li> <li>• Respect other's right to learn</li> <li>• Wearing correct school uniform</li> <li>• Respect school and other peoples' property by looking after it</li> <li>• Tidying up your own workspace and the classroom</li> <li>• Keeping your table clear from clutter</li> <li>• Valuing differences</li> <li>• Follow adult instruction</li> <li>• Show gratitude to others by thanking people for what they have done for me.</li> </ul>	<ul style="list-style-type: none"> <li>• Do my best</li> <li>• Complete the work you have been set</li> <li>• Complete homework on time</li> <li>• Remember to bring the things you need to school</li> <li>• Take responsibility for my own actions</li> <li>• Accept the consequences for my behaviour</li> <li>• Walking when in the building</li> <li>• Playing sensibly and not fighting</li> <li>• Using equipment correctly and as instructed</li> <li>• Try to find a solution yourself before needing an adult's support</li> </ul>	<ul style="list-style-type: none"> <li>• Do your best, even when things are difficult</li> <li>• Ask for help if you need it</li> <li>• Bounce back when you are disappointed</li> <li>• Accept mistakes are a part of learning</li> <li>• Express how we are feeling using the incredible 5-point scale.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting responsibility if you make a mistake and say sorry</li> <li>• Being responsible for the choices you make</li> <li>• Be aware of how your actions impact others</li> <li>• Accept the feedback that you are given and try to improve your work and behaviour</li> <li>• Take part in restorative conversations when appropriate</li> </ul>

## Routines

We recognise that building routines into each day helps pupils to know what is expected of them. These routines start in the very first days that a child joins the school in the Foundation Stage. By ensuring that all routines are well embedded, we ensure that children become positive role models to one another and to new pupils joining the school.

### GBA Routines

**Gaining Attention:** Our staff use a signal to gain children's attention. This is done by raising one hand with five fingers outstretched to represent our 5 Rs. The teacher may reinforce this by saying, 'Are you showing me that you are Ready? I'm looking for who is being Responsible. Who is showing Respect?'

When pupils see this, they should respond by raising their own hand and being silent whilst looking at the adult.

**Listening:** To ensure everybody can learn without distractions:

- pupils are expected to sit or stand up straight,
- track the adult when they speak and
- Always pay attention.

**Contributing:** To ensure that everybody tries their best in class, we expect all pupils to:

- consider their responses before sharing their thoughts
- Putting their hand up so that the adult knows who wants to contribute during whole class discussions
- Share answers/contributions in a clear voice using full sentences
- We use A, B, C (Agree, Build On, Challenge) to deepen talk for learning
- Use kind calling out only when asked to by their teacher

**Walking:** To ensure that everyone is safe indoors, we expect all pupils to:

- face forward
- walk in a straight line
- keep hands by their sides
- walk in silence when walking in a class line
- walk quietly when on their own or with a friend
- avoid leaning against walls or tables

**Playtime Behaviour:** To ensure that everyone can play safely outdoors, we expect pupils to:

- walk from their classroom to the playground
- play safely without hurting anyone.
- not 'play fight' because they may hurt someone by accident.
- be **kind**, by including people in their games and sharing equipment.
- know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Line up straight away in order when the whistle is blown
- Walk back to their classroom

**Lunchtime:** To ensure that everyone can enjoy their lunchtimes, we expect pupils to:

- Walk when entering the hall.
- Collect their food and sit down straight away.
- Use a normal talking volume when in the hall
- Know how to use a knife and fork correctly.



- Use good manners by saying 'please' and 'thank you' when someone gives them food or a drink.
- Stay seated during their meal
- Clear any rubbish from their table and empty any left-over food into the correct bin.
- Walk sensibly from the dining hall to the playground.
- Treat all OPAL equipment with respect

**Completing work in books:** To ensure that the presentation and quality of work is their best, we expect pupils to:

- always work on the next available page unless told otherwise.
- date every piece of work.
- write the Learning Objective or title
- Underline the date, title and learning objective with a ruler
- write neatly and clearly, with joined up handwriting when they are able
- always start writing from the margin.
- use one digit per box in their maths work, leaving one square space between calculations.
- Use a ruler when drawing a line
- Draw a single straight line through mistakes

# Emotional Literacy

As part of our Emotional Literacy Provision, we use **The Incredible 5 Point Scale**, a visual tool to assist pupils to become aware of their emotions, such as anger or sadness, and the stage or level of the emotion.

We have introduced The Incredible 5 Point Scale to help improve the mental health and wellbeing of our pupils. By teaching pupils to recognise and understand their feelings, we believe this will enable pupils to become more self-aware of their emotions, and therefore become empowered to ask for help if they require it. The scale will also be used by staff to monitor the emotional wellbeing of each pupil in their class.

Each point/number represents a different level e.g., volume or anger and each number is given a different colour. Giving a number instead of trying to describe or name an emotion helps pupils to think efficiently and to make good decisions in a variety of situations. In this way, the scale acts as a visual representation of the pupil's feelings or actions. This then allows the pupil to:

- (a) provide information to the adult about how they are feeling,
- (b) become more effective in managing their thinking process, and
- (c) implement the desired behaviour as a proactive approach.






Using **The Incredible 5 Point Scale**, pupils rate their emotions as they arrive in school on an age-appropriate scale.

At the start of each year the scale is created and established with each class during a PHSE lesson. The principles are taught again at the start of each half term, during PSHE sessions, to consolidate children's understanding and develop self-regulation strategies e.g. breathing exercises, when they identify as a 3, 4 or 5.

Any pupil who identifies as a 3 or above on the scale is quietly supported as soon as possible. This helps prevent feelings leading to unacceptable behaviours through the day and helps develop self-awareness.

### Other Resources

As appropriate, we use a variety of other tools to develop pupil's emotional literacy. For example:

5		<p style="text-align: center;"><b>Angry</b></p> <p>I've lost control, I'm not listening anymore. I could hit, kick or bite. I need a quiet place to calm down.</p>
4		<p style="text-align: center;"><b>Overwhelmed</b></p> <p>Everything is too hard. I'm losing control and need to leave the environment I'm in. Give me space</p>
3		<p style="text-align: center;"><b>Frustrated</b></p> <p>I'm not getting it, I'm showing signs of stress. I should take a break now.</p>
2		<p style="text-align: center;"><b>Anxious</b></p> <p>Trying to stay focused, but having a hard time staying on task. Use calming strategies now</p>
1		<p style="text-align: center;"><b>Happy</b></p> <p>Ready and willing to Work</p>

Wheel Of Emotions



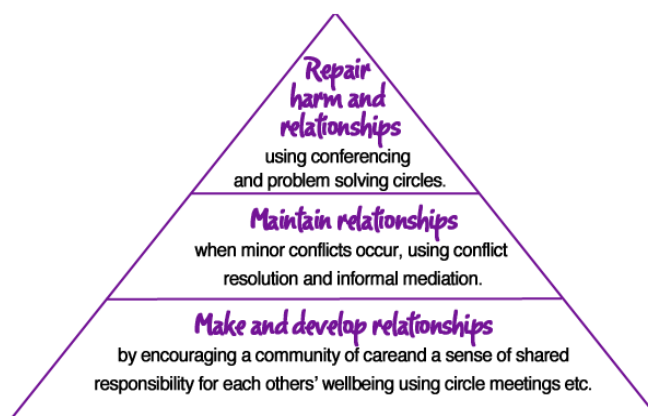
## Restorative Practice

Punishment is a negative experience which can lead to negative feelings, which can also lead to further negative behaviours. Therefore, as a school our staff use preventative educational strategies to both protect and educate the children.

A Restorative Approach is a philosophy that sees relationships as central to learning and growth.

The following restorative principles underpin the approach:

- An appreciation of individual perspectives
- Promoting mutual understanding through making explicit the link between behaviour, thought and feeling
- A focus on impact and not blame
- Identifying underlying need
- Accountability and responsibility for self and others



**Restorative approaches are based on four key features, closely aligned to our School Values:**

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Pupils benefit from the opportunity to recognise the harm and distress they have caused others, accept responsibility for their own behaviour and to develop self-discipline. This is a more effective response than traditional punishments. Restorative approaches lead to positive relationships between pupils and between pupils and staff.

A restorative approach may include having a 'Restorative Conversation'. These conversations happen during the school day and staff will use restorative language and questions to allow children to understand the impact of their behaviours. More serious incidents may require staff to hold a Restorative Conference which will involve parents or families where appropriate.

The following questions are used in a Restorative Conversation and/or Conference:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

Appropriate training is given to staff to support the Restorative Approach. This includes developing listening skills, empathy, use of language (including body language) and understanding situations from another person's point of view.

Through using a carefully scripted approach, staff encourage pupils to accept responsibility for their actions, recognise the harm and upset caused and are supported to accept a consequence.

Consequences are fundamental to Restorative Practice. We help children develop new skills or new ways of thinking through discussion or activity. Consequences provide pupils with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

These could include:

- Restorative Conversations/Conferences
- 1-1 time with a member of staff
- Repair time with those affected
- Parental involvement when needed

Consequences rely on finding the answers to two questions:

1. What does the child need to learn?
2. How am I going to teach them?

### **Immediate Consequences**

Sometimes an **immediate consequence** is needed when a child's behaviour is dysregulated, putting them or others at risk and when they would not be receptive to a Restorative Conversation.

These could include:

- Removal of equipment if being used unsafely
- Removal from situations
- Time to reflect in a safe space
- Physical restraint

All Prejudice and Racist Incidents, PRIs, and Bullying, are recorded and regularly monitored by the Senior Leadership Team. Our Responding to Bullying Policy can be found [here](#).

There are adults who have been trained to use Positive Handling to support children to safe spaces if required.

## Unacceptable Behaviour and Consequences

Behaviour	Consequences
<b>Stage 1</b>	
<ul style="list-style-type: none"> <li>• Low level disruption in class</li> <li>• Ignoring adult instructions/requests</li> <li>• Disrupting learning of others</li> <li>• Refusing to complete work</li> <li>• Being rude to others</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder/warning (2 if in FS &amp; KS1)</li> <li>• Recorded in Behaviour Log Book</li> <li>• Monitored by our Pastoral Lead</li> </ul> <p><b>Repetitive Stage1 behaviours:</b></p> <ul style="list-style-type: none"> <li>• Progress to Stage 2</li> <li>• If a pupil receives three or more Stage 1 logs in a week, their teacher contacts the pupil’s parents via Class Dojo.</li> </ul>
<b>Stage 2</b>	
<ul style="list-style-type: none"> <li>• Continuation of Stage 1</li> <li>• Persistent low-level disruption in class</li> <li>• Hurting others</li> <li>• Name calling</li> <li>• Continued refusal</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Conversations can take place immediately or during break / lunch time</li> <li>• If Stage 2 behaviour occur in the afternoon, the conversation may take place the next day.</li> <li>• The purpose of the conversation is to agree with the pupil what is an acceptable consequence e.g., completing work in own time, letter of apology.</li> <li>• Uncomplete work may be sent home</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Parents are informed</li> <li>• Recorded on Arbor – this is assigned to the class teacher for the first three incidences)</li> </ul> <p><b>Repetitive Stage 2 behaviours (More than three per week)</b></p> <ul style="list-style-type: none"> <li>• Progress to Stage 3</li> <li>• An individual behaviour support plan will be considered</li> <li>• If a pupil receives three or more Stage 2 logs in a week, their teacher contacts the pupil’s parents via telephone.</li> <li>• Recorded on Arbor – this is assigned to the phase leader</li> </ul>
<b>Stage 3</b>	
<ul style="list-style-type: none"> <li>• Continuation of Stage 2</li> <li>• Causing deliberate physical harm to pupils</li> <li>• Deliberately damaging property</li> <li>• Spitting</li> <li>• Stealing</li> <li>• Swearing/Offensive language</li> <li>• Verbal abuse towards staff</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers contacted by telephone and invited to school to take part in their child’s Restorative Conference</li> <li>• The purpose of the Conference is to agree with the pupil and their parents what is an acceptable consequence</li> <li>• Incomplete work will be sent home</li> <li>• Recorded on Arbor - incident assigned to our Pastoral Lead</li> </ul> <p><b>Repetitive Stage 3 behaviours</b></p> <ul style="list-style-type: none"> <li>• Progress to Stage 4</li> <li>• The Restorative Conference will be led by a member of SLT with the individual child, class teacher and parents/carers</li> <li>• An individual behaviour support plan will be implemented by the teacher with the support of the Pastoral Lead</li> </ul>

Stage 4	
<ul style="list-style-type: none"> <li>• Continuation of stage 3</li> <li>• Prejudiced behaviour</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher informed</li> <li>• Headteacher contacts parents/carers by telephone and this is followed up by a formal letter</li> <li>• The Headteacher will consider whether a Fixed Term Suspension should be issued</li> <li>• Pastoral support programme implemented and monitored by the Pastoral Lead</li> <li>• Incomplete work will be sent home</li> <li>• Recorded on Arbor - incident assigned to our Headteacher</li> </ul> <p><b>The SLT would consider:</b></p> <ul style="list-style-type: none"> <li>• Reintegration Plan</li> <li>• Internal or external suspension considered</li> <li>• Contact and seek advice from appropriate outside agencies</li> </ul>
Stage 5	
<ul style="list-style-type: none"> <li>• Continuation of Stage 4</li> <li>• Extremely dangerous, violent or harmful behaviour</li> <li>• Physical abuse towards staff or pupils</li> <li>• Sexual Misconduct</li> <li>• Possession/use of cigarettes, drugs, alcohol, weapons</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher informed</li> <li>• Headteacher contacts parents/carers by telephone and this is followed up by a formal letter</li> <li>• The Headteacher will consider whether a Fixed Term Suspension should be issued</li> <li>• Recorded on Arbor - incident assigned to our Headteacher</li> </ul> <p><b>The Headteacher will consider:</b></p> <ul style="list-style-type: none"> <li>• Permanent exclusion</li> </ul>

### Physical Intervention

Should Physical Intervention, in accordance with the DfE Guidelines on Physical Intervention, be necessary, parents are informed, and this is recorded on Arbor.

### Fixed Term Suspension and Permanent Exclusions

The school follows local and national guidelines, policies and procedures when the regrettable decision to exclude a child is made. These are outlined in the document below: [School suspensions and permanent exclusions](#)

### Out of School Behaviour

In line with DfE advice, we reserve the right to discipline pupils for misbehaviour which occurs out of school when it brings the school's reputation into disrepute.

**Headteacher:** Claire Pirrie

**Date:** July 2023

**Chair of Governors:** Karen Smith

**Date:** July 2023