



## Positive Behaviour and Relationships Policy

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**Safeguarding Statement:** The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Equality Statement:** We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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Appropriate Governing Body Committee: Infrastructure Committee

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Signed: Peter Marsden (Chair of Governors)

### 1.0 Introduction

All children have the right to an education which offers them the best opportunities to work hard, in a happy, safe, inclusive environment and to make good progress. We

aim to encourage self-discipline and as members of the community we aim to build positive relationships with each other, with the children and with their families.

This Positive Behaviour and Relationships Policy has been produced by the school community working together and it reflects the values promoted in the school's mission statement.

This policy sets out the expectations of behaviour at Bincombe Valley Primary School and Community Nursery (BVPS). The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also sets out a framework which ensures a consistent approach to positive behaviour, with a common understanding and purpose.

This policy should be read in conjunction with the School's:

- Safeguarding Policy
- Single Equality Policy
- BVPS's Mission Statement
- Parents' Code of Conduct
- Home/School Agreement
- Positive Handling Policy
- Exclusions Policy

## **2.0 Aims and Principles**

The purpose of this policy is to set out a framework which ensures a consistent approach to positive behaviour, making boundaries of acceptable behaviour clear, in order to ensure safety and to help children, staff and parents to have a common understanding and purpose.

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. These are the underlying principles we wish to nurture throughout the school:

- Enable effective teaching and learning to increase children's opportunities for their personal development
- Treat all members of the school community with consideration and respect
- Value others and be polite and friendly
- Work hard and try one's best
- Respect the school environment and other people's property
- Respect the culture and beliefs of others
- Promote self-esteem and emotional well-being

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

## **3.0 Roles and responsibilities**

As members of the school community, we all have rights and responsibilities. We believe that everyone at school is important and to be valued. We expect each

individual to respect others, their families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

### 3.1 Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently.

Pupils are expected to:

- Follow the school and classroom rules (see the Home/School Agreement)
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say

Pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These may include (but are not limited by):

- a) House captaincy and membership of School Council;
- b) monitor duty and teaching games on the playground;
- c) taking care of the class lunch boxes;
- d) Playground Buddies;
- e) handing out and collecting resources;
- f) filling water bottles;
- g) returning registers to the office;
- h) supporting office admin staff to deliver letters/resources

### 3.2 Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Take a considered approach, including being trauma informed, when managing poor behaviour and are equipped to undertake the process of restorative justice
- Use 'good manners' themselves (greet and be greeted; speak and listen; smile and relate; communicate clearly and rephrase if not being understood)
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their race, gender, faith or ability, to achieve their full potential and increase children's opportunities for personal development
- Encourage self-discipline and promote the skills required to form and sustain positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the SENDCo and outside agencies as appropriate.

It is the responsibility of all adults to implement the school behaviour and relationships policy **consistently** throughout the school.

Good discipline is the shared responsibility of all teaching and non-teaching staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We expect staff to be positive and polite at all times.

We will not tolerate:

- a) Humiliation – it breeds resentment;
- b) Shouting – it diminishes us;
- c) Overreacting – the problem will grow;
- d) Blanket punishment – the innocent will be included unnecessarily;
- e) Harsh sarcasm;
- f) Threatening children with someone else's discipline – e.g. "I'll take you straight to Mr./Mrs. XXX";
- g) Using an area of the curriculum as a punishment (e.g. extra writing or no P.E.).

We know that poor behaviour can be caused by a lack of challenge or ambition in the activities that staff set for the children – if children are bored they may misbehave. We pride ourselves on the fact that our curriculum is designed for the children in our communities and is interesting, varied and matched to ability.

Through providing interesting and challenging individual, group and co-operative work the potential for conflict is reduced and opportunities for children to develop social skills and a dislike of irresponsible behaviour are positively encouraged.

In order to provide a safe and secure environment for our children we ensure the maximum number of adults in the classroom and playground. In each classroom there is usually at least one adult who works alongside the teacher, and children are well supervised on the playground, with adult to child ratios appropriate to the age range of pupils involved.

It is the responsibility of the Headteacher to report upon the effectiveness of the Positive Behaviour and Relationships Policy as requested.

### **3.3 Role of Parents**

We expect parents/carers to support the school in maintaining good discipline and to also model good relationships, as set out in the Parents' Code of Conduct and in the Home/School Agreement.

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them

- Inform the class teacher, either verbally or in writing, of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Model the positive behaviours and language we want to see in our children

### **3.4 Role of Governors**

The Governors of the school support the Headteacher and staff by:

- Promoting the ethos of BVPS where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents, staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

## **4.0 Positive Behaviour Management**

Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community (pro-social behaviours). These strategies underpin the Positive Behaviour and Relationships Policy.

Our policy celebrates the good choices and achievements that most children make every day.

### **How does the system work?**

Children who make consistently good choices (pro-social behaviours) in class and around school are rewarded for their efforts using the House point system (merits), certificates, award badges and marbles in the jar.

In addition, the following may be used:

- verbal praise
- approving signs/acknowledgements
- class rewards – eg, extra time on the playground
- sent to another teacher/Head teacher with work to celebrate
- when they reach 25 merits (or a multiple of) they receive a Headteacher's Award Certificate in Celebration Assembly (Friday). Messages are sent home to parents to let them know their child will be receiving these certificates.
- children can be awarded with the "Gold Box" for outstanding efforts, exhibiting pro-social behaviours linked to the school values, producing their best pieces of work or for attaining 100 merits within an academic year.
- recognition of achievements in reading, multiplication tables, attendance and for efforts in the class ('Star of the Week') certificates are awarded on a weekly basis.

### **4.1 Underpinning school values and formulating class rules**

The School Council previously came up with a set of values for the school. These are collectively known as the 'Bincombe Bees' and consist of the following attributes:

- Be happy
- Be determined
- Be individual
- Be respectful
- Be honest
- Be helpful

These values are frequently discussed in school assemblies and are highlighted by staff when they are witnessed in school.

At the start of the school year in September, each class negotiates their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

Examples of these might be (not an exhaustive list):

- a) We are still, quiet and listen to what is being said;
- b) We treat others as we want to be treated;
- c) We allow others to learn;
- d) We try our best at all times and never give up;
- e) We are friendly, kind, gentle and caring;
- f) We look after our school;

Class rules and charters are phrased positively, rather than negatively. We have no class rules that begin with "Don't...".

## **4.2 The school environment**

We know that the way a school is organised can impact upon behaviour. We are proud we have created well-organised, attractive and stimulating learning environments and have invested in resources for our play spaces to make sure that time is spent constructively.

We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

## **4.3 Classrooms**

Just as it is important for staff to be in their rooms, or on the playground, for the beginning of sessions, so too it is important that children arrive at school on time and settle quickly to work in their classrooms.

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour.

All of us should 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.

Children are expected to take an active part in this by:

- a) Clearing up after activities by returning resources to the correct place;
- b) Cleaning brushes, paints, pots and keeping the sink areas clean;
- c) Ensuring pencils and pens are returned to containers;
- d) Putting tops on felt tip pens, glue sticks etc;
- e) Regularly tidying and sorting out trays, construction containers, book corners etc;
- f) Treating measuring instruments, such as rulers and compasses, properly;
- g) Leaving shared areas e.g. ICT suite/laptop trolley, library, ready for the next class.

#### **4.4 Corridors**

We expect children to walk quietly around the building at all times (especially when passing through areas where other people are working). Children should be encouraged to hold doors open for others showing politeness and consideration for others.

#### **4.5 Assemblies**

Staff and children are expected to enter and leave the hall or gym in an orderly fashion and sit quietly during assembly showing respect for the adult or children delivering the assembly.

#### **4.6 The dinner hall**

Children should line up quietly and take their meal and then follow the directions of the staff in charge/lunchtime supervisors as to where to sit. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

#### **4.7 The playground**

At lunchtime children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. The adults on duty must also model good behaviour themselves. Guidance for how to maintain a purposeful atmosphere is given in the 'relationships' section below. All children should feel safe outside and must be made aware of the importance of informing a duty adult if they have been hurt or feel they are being bullied or harassed. The lunchtime supervisors are responsible for ensuring that a good range of play equipment is available for the children. Specially selected monitors may also help with this task.

#### **4.8 School Uniform**

Children are expected to wear proper school uniform at all times (this includes specialist uniform e.g. P.E. kit). We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. However, children's and families' individual needs and personal circumstances should be considered when applying uniform guidance.

Guidance for proper school uniform is detailed on the school website.

## **5.0 Forming and sustaining good relationships**

We aim to teach children the importance of forming good relationships and equip them with the skills required to do this. Our school prides itself on cultivating good relationships between children and staff and we know that children will generally respond positively when treated with fairness and respect. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit.

However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation.

This policy is designed to promote good behaviour (pro-social), rather than merely deter anti-social behaviours.

Staff at our schools realise that it is vital to involve parents/carers in behaviour management as they have responsibility for children for the vast majority of the time (taking into consideration weekends and holidays).

Staff will involve parents/carers if behaviour concerns become more frequent or escalate in seriousness but will not generally contact parents/carers for every incident of poor behaviour.

## **6.0 Dealing with anti-social behaviours**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Unacceptable behaviour is never normalised. However, the behaviour is always dealt with by focusing on how it can be improved and the impact that the behaviour has on others.

Research and staff training has shown us that the best time to deal with poor behaviour is before it escalates too far.

We always seek to defuse and deescalate incidents that have the potential to escalate.

We do this by:

- a) Keeping calm and speaking quietly in measured tones when situations are tense;
- b) Listening carefully;



- c) Being sensitive to others' points of view;
- d) Being consistent in our dealings;
- e) Using humour and praise wherever possible;
- f) Not talking negatively about children in front of them or in front of other children;
- g) Ignoring unrealistic threats, so we are careful to talk about sanctions we mean to uphold;
- h) Admitting when we are wrong.

All pupils will be treated equally and fairly under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. We believe that a restorative, trauma informed approach to behaviour is the best way to address misbehaviour.

When working with children who can become dysregulated, we are mindful of the impact of Adverse Childhood Experiences (ACEs). Whilst we do not use this to excuse the behaviour, it can sometimes help to explain why the behaviour might be happening and help us to understand the support needed for the child.

Whilst we seek to maintain a purposeful working atmosphere we know that we must always maintain a proper professional distance with the children. We seek to be friendly rather than an actual friend to the children.

We believe that for a child or young person school is where they can learn the norms of society beyond the home as well as their obligations to their peers. We work hard with parents to make this understood but believe that those parents who routinely challenge the authority of teachers or inculcate in their children a disregard for others are not helping them in the long run.

## **7.0 Non adherence to positive behaviour policy - summary of procedures**

We frame our rules positively and we remind children about the rules in positive ways and praise those who are keeping them. Children are encouraged to take responsibility for their own actions and behaviour. They know the rules and the reasons for them and what the consequences will be for those who do not follow them.

Our success is treated not by the absence of problems but by the way we deal with them. Good order has to be worked for; it does not simply happen.

In our school we do not accept the following non exhaustive list:

- a) Bullying (including cyberbullying);
- b) Racism, sexism or ageism;

- c) Intolerance of the religion or beliefs of others;
- d) Homophobic remarks or name calling;
- e) Swearing or offensive behaviour, including rude gestures;
- f) Physical abuse – pushing, pulling, spitting, hitting, biting, kicking, fighting;
- g) Lying;
- h) Stealing or abuse of property;
- i) Leaving the classroom without permission;
- j) Refusal to follow instructions;
- k) Disrupting the learning of others;
- l) Inappropriate reaction to criticism / discipline;
- m) Disrespect to another child or member of staff or a visitor to the school;
- n) Possession of prohibited items such as weapons, drugs, pornography or alcohol.

On the occasions where children do not follow the outline of the behaviour policy the school has set out clear guidance for staff on the stages/actions to take and what consequence they would be expected to use.

## **Stages and Actions**

### **STAGE 1**

#### **Quiet reminder**

A reminder of class rules delivered privately where possible.

Teachers are expected to remind pupil of the expectations and explain what the child is doing wrong and what they want them to do.

Reminders should not be publically displayed as this approach has been shown to be counter- productive for pupils with the most severe behavioural needs. (for example moving names on the sunshine chart or writing names on a board with ticks)

### **STAGE 2**

#### **Second chance**

If the child fails to respond to the reminder, they should be given a second chance to correct their behaviour. Engage with the pupil (privately where possible) and allow time for the pupil to act on the advice given. This might involve moving the child away from the situation or distraction.

If the behaviour improves, ensure that you have shown deliberate 'botheredness' by saying at the end of the lesson or playtime: 'Thank you for making the right choice'.

## **STAGE 3**

### **Reflection Time**

This can be given in different, graduated ways.

1. Reflection Time (for a short period of time: 5-10 minutes) This can be in a different seat or area in the classroom or in an outside shared area if the child can be supervised and if the teacher feels that this will be a better method to use to allow the child to 'reset' their behaviour.

2. Reflection Time in another teacher's classroom (for a set period of time).

The time is given for the pupil to reflect on their behaviour and have time to calm down.

Reflection Time is a short exit from the situation to allow the pupil to reset their behaviour – it is not exclusion or seclusion from the class.

Reflection Time at point 2 or beyond is recorded and monitored. (See Appendix 2). The child is still expected to return to class and have a fresh start.

**If a child has had Reflection Time, this will always be followed up with a restorative conversation using restorative questions.**

**This conversation will always be held by the original member of staff who dealt with the behaviour. However, this may be supported by another teacher or leader in the school.**

## **STAGE 4**

### **Time In**

This is the final escalation in the policy and should be used judiciously.

At this point the child's behaviour is so extreme or negative that a member of SLT has needed to be informed, has had to intervene, or the child has needed to be brought to SLT.

Children are not to be 'sent to' SLT, they should be brought by a member of staff with a clear explanation of how the other 3 stages have been used but unsuccessful or how the child's behaviour warrants officially informing parents (e.g. in the case of prejudicial language or violent behaviour).

The teacher/TA will note the behaviour on their recording sheet and inform parents about the child's behaviour. SLT may require the teacher to inform the parent in writing or choose to do so themselves.

| Stage 1-3 Examples Strategies                                     | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Quiet Reminder</p> <p>Second Chance</p> <p>Reflection Time</p> | <p>Inappropriate behaviour could involve:</p> <ul style="list-style-type: none"> <li>• fiddling with equipment/tapping;</li> <li>• not listening;</li> <li>• talking when you should not be;</li> <li>• name calling;</li> <li>• shouting out;</li> <li>• making fun of people/mimicking;</li> <li>• drawing or doodling when you should not be;</li> <li>• climbing on objects in the classroom;</li> <li>• flicking or tossing objects;</li> <li>• pulling hair or touching others unkindly;</li> <li>• singing/humming;</li> <li>• sulking when being spoken to by an adult;</li> <li>• rocking on your chair;</li> <li>• blaming other or not owning up;</li> <li>• not lining up or walking in line properly;</li> <li>• distracting others;</li> <li>• bad language;</li> <li>• disrespectful behaviour;</li> <li>• getting out of seat;</li> <li>• squabbling;</li> <li>• making silly noises;</li> <li>• encouraging others' poor behaviour;</li> <li>• 'winding others up';</li> <li>• insubordination (answering back; refusal to complete work; failure to accept consequences)</li> </ul> | <p>Quiet reminder to the child, expectations made clear of what needs to happen.</p> <p>If poor behaviour continues, class teacher should refer to the reflective statements and questions for undesired behaviour aiming to get the child back on track as part of a 'second chance'.</p> <p>Use 'reflection time' within own class or in parallel year group class or supervised communal area.</p> <p>Welcome the child back using restorative approaches after this period and make a fresh start.</p> <p>Record incidences of 'reflection time' on monitoring sheet at Appendix 2</p> <p>Always making it clear that it is the behaviour and not the child that is the problem.</p> |
| Stage 4                                                           | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Time In (Intervention by SLT)                                     | Persistent low level disruption as described above may be escalated to SLT if a child                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Such incidents usually require SLT to inform</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>fails to respond to intervention at earlier stages. Serious misconduct which might instigate immediate involvement by SLT includes:</p> <ul style="list-style-type: none"> <li>• Racism and racist comments;</li> <li>• Sexist and/or sexualised comments;</li> <li>• Homophobic comments or behaviour;</li> <li>• Bullying - targeting the same child repeatedly;</li> <li>• Physical violence (including intentionally throwing things and biting)</li> <li>• Threatening behaviour (abuse, swearing, spitting, general aggression)</li> <li>• Stealing;</li> <li>• Fighting;</li> <li>• Compromising their own safety or the safety of others (e.g. walking out of the building)</li> <li>• Anything involving any prohibited items;</li> <li>• Bringing the school into disrepute;</li> </ul> | <p>parents and a record will be kept.</p> <ul style="list-style-type: none"> <li>• A meeting may be necessary to discuss the issue with parents.</li> <li>• Referral to support staff or outside agencies for repeated incidents.</li> <li>• Seclusion, suspension or permanent exclusion</li> </ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

A child who regularly misbehaves and who does not respond to the above measures will be referred to the Leadership Team/SEND Co (if the child is on the SEN register) and consideration for assessment by outside agencies and placing on the SEN register. In such cases, the following course of action will be followed:

- Staff co-ordinate discussion with parent / carer re: incident / behaviour concerns.
- Headteacher is informed and a member of the Leadership Team/SEND Co, Teacher, Parent and pupil are involved in drawing a 'Positive Behaviour Plan' or a 'Therapeutic Plan'.
- A time scale and review date is to be agreed

External agencies may be included (Behaviour Support Service / Locality Inclusion Lead / Educational Psychologist) and a new plan of action / contract may be created:

- A support plan is drawn up when the pupil is at risk of Permanent Exclusion or further Fixed Term Exclusions. It aims to improve behaviour based on small step targets.
- Time scales and regular review dates will be agreed.

Should the above procedures fail to have the desired effect, the following course of action will be taken:

- Headteacher imposes Further Fixed Term Exclusion (following guidelines from the Local Authority and the DfE), with notification to Chair of Governors
- Headteacher imposes Permanent Exclusion (following guidelines from the Local Authority and the DfE), with notification to Chair of Governors

Parents are informed of their child's behaviour if it has reached Reflection Time through either a message in the child's planner or via phone call/email.

SLT will monitor any records to spot patterns of behaviour and any need for further action.

For fixed term exclusions, a letter will be sent home with details of the behaviour and as to the length of exclusion.

## **Appendix 1**

### **Reflective practice**

Possible conversation prompts to help engage with a pupil (privately where possible).

- ☐ I noticed that you are...
- ☐ It was the rule about ... that you have chosen not to follow.
- ☐ I know you can ... because ...
- ☐ That's the person I want to see today. Thank you.

A restorative conversation will always follow a time out in a timely manner, but not to the detriment of whole class lesson time.

This will be undertaken by the original member of staff who dealt with the behaviour and will use the questions outlined below.

We have different questions for EYFS and Key Stage 1 and Key Stage 2 to reflect the age and development of the pupils.

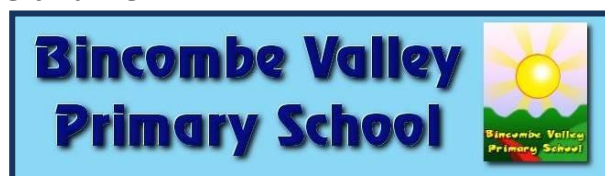
### **EYFS and Key Stage 1 Restorative questions:**

- ☐ What happened?
- ☐ How did this make people feel?
- ☐ What should we do to put things right?

**Key Stage 2 Restorative questions:**

- ☐ What happened?
- ☐ What were you thinking and feeling at the time?
- ☐ How has your action affected others?
- ☐ What should we do to put things right?
- ☐ How can we do things differently next time?

## Record sheet for EYFS and KS1



### Behaviour Reflection record

|                                               |                                 |
|-----------------------------------------------|---------------------------------|
| <b>Name:</b>                                  | <b>Class:</b>                   |
| <b>Date:</b>                                  | <b>Reflection sheet number:</b> |
| <b>What happened?</b>                         |                                 |
|                                               |                                 |
| <b>How did this make people feel?</b>         |                                 |
|                                               |                                 |
| <b>What should we do to put things right?</b> |                                 |
|                                               |                                 |

## Record sheet for KS2





### Behaviour Reflection record

|                                                        |                                 |
|--------------------------------------------------------|---------------------------------|
| <b>Name:</b>                                           | <b>Class:</b>                   |
| <b>Date:</b>                                           | <b>Reflection sheet number:</b> |
| <b>What happened?</b>                                  |                                 |
|                                                        |                                 |
| <b>What were you thinking and feeling at the time?</b> |                                 |
|                                                        |                                 |
| <b>How has your action affected others?</b>            |                                 |
|                                                        |                                 |
| <b>What should we do to put things right?</b>          |                                 |
|                                                        |                                 |
| <b>How can we do things differently next time?</b>     |                                 |
|                                                        |                                 |