

NWPA

Behaviour and Relationships Policy



1. Policy statement

North Worcester Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour and relationships policy guides staff to teach self-discipline not just to be compliant. It echoes our STARS values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.



2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which lives our STARS values as well as kindness, care, good humour, obedience and empathy for others.
- To promote community cohesion through strong relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline

- Teach appropriate behaviour through positive interventions

All staff

1. **Meet and greet** at the door.
2. Refer to '**Safety, Trust, Achievement, Respect, Sharing**' when supporting positive behaviour.
3. **Model** positive behaviours and build relationships.
4. **Plan and adapt** lessons that engage, challenge and meet the needs of all learners.
5. Use **visible recognition mechanisms** 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 reflective dialogue with learners.
8. **Never ignore** or walk past learners who are showing undesirable behaviours.

Middle leaders

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

Middle leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of positive messages home (email from the office, phone call or conversation at drop off/pick up times)
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Make sure that the 'buck stops here'.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals 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 learners at the beginning of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school-wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

In the classroom

Engagement with learning is always the primary aim. For the vast majority of learners, 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 learner is out of a 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. Do not pander to attention seekers. All learners must be given 'take up time' in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

Consistency

Consistency is everything! 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.

Consistency in Practice:

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, middle and senior leadership level. Never passing problems up the line, all adults taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **sanctions**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, adults as role models for learning, adults learning alongside learners.
- Consistently reinforced **rituals and routines for behaviour around the school site**: In classrooms, in corridors, in the hall, outside.

- Consistent **environment**: Display the quality of excellence at NWPA: consistent visual messages and echoes of STARS values, positive images of learners.

Positive Approaches

'It is a well-established maxim in teaching that rewards are much more effective than punishment in motivating pupils.' 'Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.' DFES 2003

Our positive reward systems are essential for achieving our expectations and enabling pupils to achieve their full potential. By rewarding and praising good behaviour, it is hoped that such behaviour will be promoted and encouraged. It is crucial that our pupils and their parents value the positive consequences they earn, thus they should be awarded meaningfully, carefully and consistently and be given important status.

Our positive approaches consist of:

- Verbal praise and encouragement
- Showing work to staff and other pupils
- Celebrating achievements with parents/carers
- Praise and commendation from the senior leadership team and Head Teacher
- Pride of NWPA badge
- Recognition boards
- Achievement Assembly every Friday – Star of the Week
- House point system
- Attendance Class Certificates (weekly)
- Attendance raffle
- Behaviour stickers

Sanctions

'Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants.' DFES 2003

Our pupils need firm boundaries that are consistently applied. This ensures that all pupils are very clear of the consequences that will result from their choices. When a pupil makes poor choices and displays unacceptable behaviour, the negative consequences are implemented fairly and calmly. Our sanctions are designed to encourage our pupils to take responsibility for their behaviour.

Our sanctions consist of:

- visual prompts – the use of pictorial cards or objects to give reminders to pupils;
- verbal prompts, reminders and warnings;
- use of the school values on display in the classroom;
- completing unfinished work during another specified time in the day. This could be at break or lunchtime;
- alternative work will be set for children who are unable to participate;
- use of a reflection space, pupil requested or if a pupil needs to be directed by the teacher;
- a pupil who has had an internal referral is required to complete independent work for a staged return. The pupil receives minimal adult attention during this time. The pupil may return to the classroom when they show that they are calm and can follow instructions. The pupil is immediately praised on their return to the classroom for turning their behaviour around and re-joining the class appropriately. The staff from the pupil's class oversees the management of their pupil when they are outside the room. However, other staff may also provide additional support.

If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the school, then the headteacher will determine the best course of action from the following:

- Class Teacher/SLT to meet with parents/carers to discuss strategies;
- Reward chart/behaviour monitoring chart - where appropriate;
- Pastoral Support Plan – where appropriate;
- HT/AHT request a parent meeting and an alternative program may be set up;
- Risk Reduction Plan to ensure safety of all;
- Individual Risk Assessment to ensure safety of all;
- Internal Suspension– length dependent on the severity of the incident
- Fixed Term Suspension – length dependent on the severity of the incident;
- Permanent Exclusion - this is rarely used and only in extreme circumstances.

Suspensions/Exclusions

No suspension/exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation. Suspensions/Exclusion may be used when there is a:

- serious breach of the school's rules, values or policies;
- serious risk of harm to the education or welfare of the individual pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident). All exclusions will be logged and considered on a half-termly basis by the Headteacher and CEO to help identify trends and address issues.

This is a comprehensive record of our rewards and sanctions. However, it is not an exhaustive account. All staff must use their professional judgement in situations in order to select and implement the most appropriate consequence. This judgement considers the individual pupil's emotional, social and health issues, which may be complex.

Searching, Screening and Confiscation

Head Teachers and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item

listed in paragraph 31 of DFE guidance, Searching, Screening and Confiscation July 2022 or any other item that the school rules identify as an item which may be searched for. We follow the DFE guidance, Searching, Screening and Confiscation July 2022.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in regulations
- tobacco and cigarette papers
- vapes
- fireworks
- pornographic images

De-escalation Strategies

We use a variety of tools and strategies to avoid confrontational situations which could lead to serious sanctions.

These strategies include:

- removing the audience – using a quieter place or moving the other pupils away;
- planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return;
- planned ignoring – rewarding the pupils who are showing the desired positive behaviour;
- use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil;

- distraction - distracting the pupil's attention from the problem;
- re-focusing the pupil's interest;
- changing the activity if appropriate;
- small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks;
- appropriate use of body language;
- appropriate use of personal space;
- involving another colleague – a different voice can be very effective;
- recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner;
- providing an increased level of support if appropriate;
- offering alternative actions for the pupil to take;
- using personalisation, relationship and previous successes – remind the child of a situation they were successful in;
- clearly outlining the positive consequences if they make a good choice;
- remaining firm, fair and caring.

Staff at North Worcester Primary Academy will use their professional judgement and knowledge of the individual child to determine the most effective strategies to use.

The Use of Positive Handling

Some staff at the school are trained using the Team-Teach approach for positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. Physical restraint should only be used in exceptional circumstances, i.e.

if the child's behaviour presents a danger to:

- the child;
- other children;
- members of staff;
- serious damage to property.

Physical restraint should be used only as a last resort, i.e. de-escalation strategies have failed. It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment. Physical restraint should not continue longer than necessary. As soon as it is safe to do so, the restraint should be gradually relaxed. The age and size of the child should be taken into consideration when applying restraint. Only the minimum amount of restraint to prevent injury or damage should be used. It is essential that two members of staff are present if restraint has to be used. If a child is determined to leave the school, teachers may use their physical presence to obstruct the exit and to remonstrate with the child and hold a child to prevent him/her from leaving the school. If these strategies are unsuccessful, restraint may be used if the circumstances outlined above are applicable, the child is at risk in other ways, e.g. in contact with an unsuitable adult or there is no responsible adult at home to take charge or to inform.

Any incident involving the use of restraint should be reported, verbally, to the Head Teacher immediately and this should be followed by a written report of the incident on CPOMS within 24 hours.

Staff should complete a Positive Physical Intervention report on CPOMS.

Following a restraint, there is support for both the pupil and the members of staff, this involves following the Team-Teach guidelines. For pupils, they will have the opportunity to reflect on the incident and to consider a plan with staff that would lead to solutions. For staff, they will have the opportunity to de-brief with staff as soon as is possible after the incident.

Support Systems for Pupils

Our strategies for early intervention for pupils most at risk include:

- emotionally available adults;
- regular pupil review meetings;
- contact with parents for unexplained absence;
- contact with parents for unexplained changes in behaviour or attitude;

- referrals for specialist advice;
- where a fixed-term suspension has been applied, parent/s and pupil attending a reintegration meeting before returning to school and agreeing a pastoral support plan (PSP).
- Learner's may have their behaviour monitored by teachers through trackers to show progress towards agreed targets. At NWPA, we make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give attention to those who choose not to meet our high standards of behaviour.

Support Systems for Staff

Our strategies for staff support include:

- regular professional development and training on behaviour management;
- induction on behaviour management for new members of staff;
- weekly staff meetings with opportunities to discuss any concerns;
- advice and support from colleagues;
- when referrals are needed to other external agencies, the member of staff will consult with the head/SENDco;
- spending time talking through the situation with the Early Intervention Family Support Worker.

Support Systems for Parents/ Carers

Our strategies for parental support include:

- contacting parents when a pupil has an unexplained absence. This ensures that the parent is aware that the child is not in school, enabling the parent to take steps to establish that their child is safe;
- involving parents at all stages of their child's education when deemed necessary through review meetings;
- making the school's expectations explicit to parents to enable them to understand and participate as fully as possible;

- inviting parents to attend school so that all the procedures can be explained if they are in any doubt or need clarification regarding a behaviour issue;
- inviting parents to attend a drop-in session with the Early Intervention Family Support Worker.

Notes

We recognise and reward learners who go ‘over and above’ 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.

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 learners who are hardest to reach.

Our positive approaches in action:

Recognition Chart

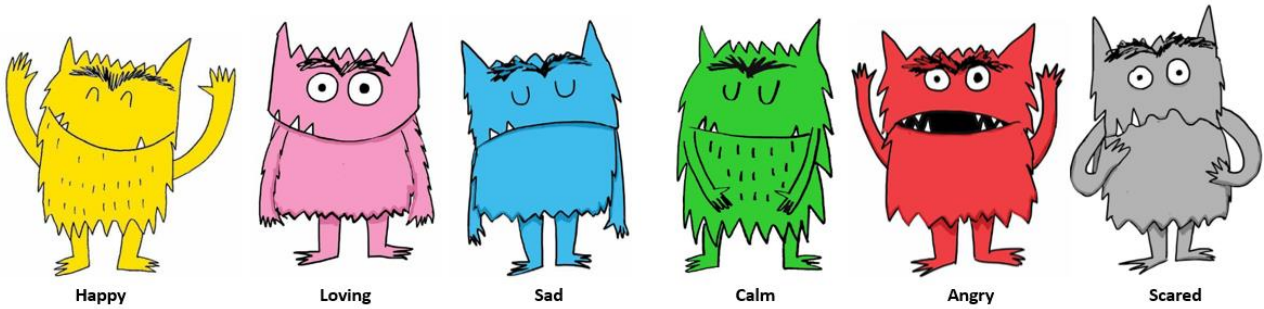
Ready to learn	Above	Beyond

Recognition Chart in Practice

This is used from Pre-school-Year 6 in all classes, every day. All children start on green – ‘Ready to Learn’. This reflects that children are ready to learn and demonstrate the expected learning behaviours. Children can then move into ‘Above’ or ‘Beyond’ if they demonstrate behaviours that go beyond these expectations. This could be demonstrating something that is a particular focus for the class or an individual target. Children will receive a sticker as a recognition for this: silver for Above and gold for Beyond. Children do not move back on the the recognition board.



How are you feeling today?



‘How are you feeling today?’ in Practice

This is used from Pre-school-Year 2 in all classes, to support emotional literacy. At the start of the day, after breaktime and after lunchtime (as well as other points if needed), children will move a photo of themselves to the emotion they are feeling. This will allow staff to then take the appropriate steps to support them and ensure they are ready for learning. Each class, at multiple points in the year, will use The Colour Monster book and other approaches to develop their understanding of emotions, how to label them and strategies to support them with regulation.

‘How are you feeling?’ in Practice

How are you feeling?

 I'm great	
 I'm okay	
 I could do with a chat	

This is used from in Key Stage 2 in all classes, to continue to support emotional literacy. At the start of the day, after breaktime and after lunchtime (as well as other points if needed), children will move a photo of themselves to identify how they are feeling. This will allow staff to then take the appropriate steps to support them and ensure they are ready for learning.

Star of the Week in Practice

Each week, 1 pupil from each class will be selected as Star of the Week. This will be for standing out that week and demonstrating the STARS values. Pupils' parents and


















carers will be invited to Friday's celebration assembly and the pupil will receive a prize, Star of the Week sticker and certificate. The certificate will name the STARS value/s they have demonstrated on the front and explain in more detail exactly how they have achieved the award on the back. This will be presented by a member of the leadership team and class teacher. All children will receive the Star of the Week award at least once every year and a record of this is kept by the class teacher to ensure this.

Attendance Champions in Practice

Strong attendance is expected and celebrated at North Worcester Primary Academy. One of the ways we do this is to celebrate the 3 classes with the strongest attendance each week in celebration assembly. The class with the best attendance win a certificate which is placed on their class door and also get to look after the attendance trophy for the week.





100% Attendance Raffle in Practice

Each class that is in the top 3 will get points each week: 3 points for 1st place, 2 for 2nd place and 1 point for 3rd place. The class with the most points at the end of each half term will have the opportunity to win a Waterstones voucher if their name is pulled from a hat.

Attendance League Table					
Position	Class	Points	Position	Class	Points
1	Seals 	1 	8	Pandas 	
2	Penguins 	2 	9	Badgers 	
3	Crocs 	3 	10	Otters 	
4	Koalas 		11	Raccoons 	
5	Eagles 		12	Beavers 	
6	Zebras 		13	Toucans 	
7	Tigers 		14	Macaws 	


House Points in Practice


House Points are used throughout school from Pre-school-Year 6. All pupils and staff are put into 1 of 4 houses: Dakotas, Blenheims, Tiger Moths and Oxfords. Children earn house points for demonstrating the STARS values. A maximum of 3 house points are given at any time. Each week, the total amount of house points earned for each house are announced in Celebration Assembly each week and the winning house are awarded the House Point Champion trophy for that week.


House Point Chart		
	Tally	Total
 Dakotas		
 Blenheims		
 Tiger Moths		
 Oxfords		


Corridor Expectations in Practice


Corridor Expectations

 Silently and sensibly

 Arms by your side

 Eace forward

 Everyone, every time!



The Mnemonic, SAFE, is used to support pupils with understanding corridor expectations and how to travel through school. It is important to ensure pupils do this so that they are safe, do not disrupt learning and so that they are also prepared to learn as they enter the classroom. Adults in school will consistently refer to the elements of SAFE when promoting corridor expectations.

Learning Behaviours in Practice

 Sit up and tuck your chair in

 Magnet eyes on the speaker

 ABCs

 Rapid responding

 Track the speaker

At North Worcester Primary Academy, we promote a non-judgemental culture. Mistakes are valued and every pupil's voice matters. We achieve this in our approach to teaching and learning and staff would welcome conversations about how this is embedded in the culture of the school.

For all pupils to achieve as much as they can, engagement is essential. There are a variety of ways staff in school achieve this, including our 'SMART' learning behaviours. Pupils are taught to demonstrate these classroom rules to show they are ready to learn.

'**S**it up and tuck your chair in' ensures pupils are sat in the best possible position to support writing.

'**M**agnet eyes on the speaker' is used throughout school from pre-school. It ensures that pupils are looking at the person who is speaking, demonstrating that (for most) they are listening and being respectful to whoever is making a contribution.

'**A**BCs' are used to promote oracy and develop the language of debate. It stands for 'agree', 'build' or 'challenge'. Children are encouraged to use these with support from sentence stems, to develop their understanding of what they are learning.

'**R**apid Responding' refers to pupils responding to the instruction given quickly in order to maximise learning time.

'**T**rack the speaker' links closely to magnet eyes. It ensures learners are always following the speaker, wherever they are in the room.

We acknowledge that for some pupils, this approach may not be appropriate and reasonable adjustments will always be made where appropriate.

Pride of NWPA badge in action



It is important for us to recognise those pupils who consistently meet our behaviour expectations and are exceptional role models. Each week, 1 pupil from each class will be chosen. This pupil will then get to wear a 'Pride of NWPA' badge for that week before returning the badge the following week. This child will also get to spend 15 minutes having a small prize such as hot chocolates and toasted marshmallows in forest school or similar. It is important to note that not all pupils will achieve this recognition and some pupils will achieve it several times throughout the year.

Characteristics of Effective Teaching and Learning Characters in Practice:

We have created our own bespoke characters so the children across EYFS and KS1 can access the Characteristics of Effective Teaching and Learning through a child friendly approach. These characters have been developed to reflect our philosophy. For example, we have a 'Resilient Rhino' which teaches pupils to 'keep on trying'. This exposes children to the vocabulary they will need to become focused and successful learners. These characters become a vital part of the school's behaviour curriculum to ensure that all pupils are exposed to positive learning behaviours from the beginning of their school journey here at North Worcester. Our pupils are awarded stickers when they demonstrate these behaviours around school. This then enables parents to discuss and recognise their positive behaviour at home and encourages open dialogue around being a positive learner.




Other approaches to support behaviour in school

- A consistent approach for gaining pupils' attention is used throughout school. Adults may raise a hand as a cue and the expectation is that all pupils will raise their hand and stop talking. Adults will not continue until every child does this. Adults must be consistent with this, every time. Adults may also use the phrase, 'magnet eyes' as a cue to show the expectation is that everyone looks at the speaker and pupils are showing they are ready to listen by not talking. These two cues may be used in conjunction with each other. If a learner is aware that a peer may not have seen the cue, they might be encouraged to make them aware.
- 1,2,3 I also used as a way to support transitions. This might be from the carpet to desks, to different learning areas or to line up at the door. An example of this could be, 1 signals stand up, 2 signals go to your chair, 3 signals sit down.

Steps	Actions
1) Redirection (drive-bys)	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, adjust seating plan, acknowledgement.
2) Reminder	A reminder of the expectations (STARS) delivered privately wherever possible. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Clarify expectations, give choices, remind of previous contact
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Script used. Calm assertive intervention, clear verbal warning, clarify choices.
4) Reflection time	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Use script. 5 minutes maximum, reset expectations, allow time to regulate emotional state.

<p>5) Internal referral</p>	<p>At this point the learner will be referred internally to another room (usually the parallel class) for the remainder of the lesson. All internal referrals must be recorded on CPOMS and alert the appropriate adults, including DSLs. Parents/carer to be informed. script.</p> <p>A restorative meeting should take place before the next lesson. If the reconciliation is unsuccessful, the teacher should call on support from a middle leader who will support the reparation process. The meeting should focus on learning, repair trust with the learner and focus on the five restorative questions.</p> <p>If there have been several internal referrals, it may be appropriate to have a 360 review meeting.</p>
<p>6) Fixed-term suspension</p>	

Steps	Scripts
<p>3) Caution</p>	<p> 30 second intervention</p> <ol style="list-style-type: none"> Gentle approach, personal, non-threatening, side on, eye level or lower. State the behaviour that was observed and which rule/expectation/routine it contravenes. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later. <p><i>We resist endless discussions around behaviour and spend our energy returning learners to their learning.</i></p>
<p>4) Reflection time</p>	<ul style="list-style-type: none"> The learner is asked to go to a reflection space in a discreet way. The learner is spoken to away from others. Try not to give a spotlight to this. Boundaries are reset . Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning. Learner is given a final opportunity to reengage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. A space in the classrooms such as a reflection area is best for this.

If the step above is unsuccessful, or if a learner refuses to go reflect, then the learner will be asked to leave the room. If appropriate, a member of designated staff will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.



Reflection time

Reparation meetings at NWPA are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.

Staff at NWPA will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.

5)

Internal referral



Formal Meeting

At this point the learner will be referred internally to another room (usually the parallel class) for the remainder of the lesson. **All internal referrals must be recorded on CPOMS and alert the appropriate adults, including DSLs. Parents must be notified of an internal referral.**

A reparation meeting should take place before the next lesson (see script above). If the reconciliation is unsuccessful, the teacher should call on support from a middle leader who will support the reparation process. The meeting should focus on learning, repair trust with the learner and focus on the five restorative questions.

If this behaviour is repeated, then a restorative conference with parents must happen.

A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the Behaviour Lead/SENDCO, Teacher, Learner and a Parent/Carer. The meeting will address the learner's: progress and achievement, learning needs, attitude and behavioural routines. Actions agreed at the meeting. If the learner does not complete the actions, then the procedure will move to the next stage. Every effort will be made to encourage and support a change in the learner's behaviour. If the learner refuses to attend or engage with the restorative meeting, then the process moves to the final stage.

Steps	Examples of conduct
1) Redirection	<ul style="list-style-type: none"> • Calling out • Out of seat without a reason to be • Wandering around • Not completing work • Interrupting other pupils • Ignoring instructions • Talking with other pupils when it is not appropriate • Silly noises • Interrupting teacher when talking to the whole class
2) Reminder	
3) Caution	<ul style="list-style-type: none"> • Any behaviour that has been described above – the pupil has been spoken to has not modified their behaviour.
4) Reflection time	<ul style="list-style-type: none"> • Continued refusal to follow instructions • Deliberately throwing something on the floor • Minor challenge to authority • Purposely annoying other children • Pushing • Negative language directed towards another child or adult
5) Internal referral	<p>There might be some instances when it is appropriate for pupils to go straight to an internal referral – some examples of this behaviour are:</p> <ul style="list-style-type: none"> • Intentionally damaging school property or other pupil's property • Leaving class without permission • Challenging authority • Continued refusal to follow instructions

- Play fighting
- Swearing, but not directed at an individual
- Vandalism

(Learners can have an internal referral for up to half a day for KS1 and a full day for KS2. Only senior leaders can decide if the pupil will have an internal referral for this duration).

- Swearing directed at any adult or pupil
- Theft
- Bullying
- Aggressive behaviour

6) Fixed-term suspension

Only the Headteacher or Assistant Headteachers in their absence can suspend a learner.

There might be some instances when it is appropriate for pupils to have a suspension – some examples of this behaviour are:

- Physical assaults on adults or children
- Possession of a weapon
- Possession of drugs

Reasonable adjustments will be made to ensure a child-centred approach is taken

Reparation Meeting

Scripted questions	Notes
What has happened?	
What were you thinking? What were they thinking?	
Who feels harmed and why?	
What have each party thought since?	
What behaviours will you show next time?	
Reaffirm commitment to building a strong relationship.	