

# Positive Behaviour Policy



**St John's**  
CofE Primary School

**Approved by:** AGC

**Date:** 18<sup>th</sup> May 2022

**Last reviewed on:** May 2022

**Next review due by:** May 2024

## **Introduction**

St John's C of E Primary School's behaviour policy is a means of promoting good relationships and good behaviour, so that all members of the school community can work together with the common purpose of helping everyone to learn. We apply this behaviour policy in a consistent way throughout the school community to encourage children to become positive, responsible and increasingly independent.

## **Aims**

- To define acceptable standards of behaviour, regulating the conduct of pupils.
- To create an environment that promotes and reinforces good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, wellbeing, self-discipline and positive relationships built on respect.
- To ensure individuals build their ability to recognise responsibility for their actions.
- To provide the tools for children to manage their emotions when dealing with 'conflict' with others.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

## **Positive Behaviour Approach**

Through the application of this policy, we ensure the consistency of all adults across the school in managing behaviour – as seen in the consistency of the 'reward' and 'sanction'. This is consistent with our Christian Ethos and with legal requirements of the Equality Act. The school acts under the ethos of fairness and equality to all. Built into all stages of our approach is the requirement to listen to all children involved and apply any reward or sanction with fairness. To support this, we use a system called 'Restorative Justice' in relation to any incidents between pupils. Children and adults have the opportunity to speak with the Class Teacher, then the Headteacher, then with Governors if they feel they have a grievance over the sanction applied in accordance with our complaints procedure. The school runs an annual home-link evening for parents to present the way in which St John's teaches E-Safety and how pupils and adults can respond if they have concerns about the safety and well-being of a pupil.

## **Golden Rules (See Appendix 1)**

At St John's Primary, we follow the Golden Rules, which are stated below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We are gentle
- We work hard
- We look after property

## **The responsibilities of all staff**

All school staff have the following responsibilities:

- To treat all children fairly and with respect;
- To help all children to develop their full potential;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment both physically and emotionally;

- To use positive and negative consequences clearly and consistently;
- To be a good role model;
- To form positive relationships with parents and children;
- To recognise and value the strengths of all children;

### **The role of the class teacher**

It is the responsibility of the class teacher to consistently apply the Behaviour Policy. The class teacher will provide opportunities for whole-class or small group discussions to reinforce the behaviour policy. The class teacher will follow the PSHE and RE scheme of work to deliver specific aspects of the curriculum relating to positive behaviour. The class teacher will provide opportunities across the curriculum to reinforce our Vision, Values and expected behaviours.

The class teacher liaises with the SLT as to pupil progress, behaviour and pastoral issues. The class teacher will also liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher keeps a record of level 3 (or higher) behaviour incidents using CPOMS. Incidents of level 1 in 2 consecutive weeks or more will also be logged on CPOMS.

### **The role of the Teaching Assistant**

It is the responsibility of the Teaching Assistant (TA) to support the class teacher in ensuring that the school expectations underpin behaviour in the classroom.

### **The role of the SMSA (School Meals Supervisory Assistant)**

It is the responsibility of the SMSA to support the implementation of this behaviour policy fully. The following applies during play and lunchtime:

Warning (first step)

2-minute time out with an adult (second step)

5-minute time out (third step). A child would stand with the adult for this time out.

Then serious incidents (eg fighting) the member of staff radio to the Office, who will get a member of SLT. This would hopefully mean that outside behaviour incidents are dealt with at the time and do not come back in to the classroom.

Positive behaviour is celebrated by giving dojos verbally. Teachers would then need to follow this by allowing the children to put them up when they get back in to the classroom.

### **The role of the headteacher**

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. The headteacher supports the staff by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher may exclude for a fixed period and/or permanently exclude a child. This action is taken in line with LA and Trust guidelines and after the school governors have been notified.

### **The role of parents**

Parents are expected to support and model the school Behaviour Policy. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal process can be implemented (in

accordance with the School complaint procedure). The parents have the following responsibilities:

- To make children aware of appropriate behaviour;
- To encourage independence and self-discipline;
- To show an interest in all their child does in school;
- To support the school in implementing this policy;
- To be aware of the school rules.

### **Children's Responsibilities**

Children are expected to follow the Positive Behaviour policy. The children have the following responsibilities:

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour policy. The governing body will review any formal grievance raised by parents in relation to how a behavioural incident was managed.

### **The role of visitors to the school**

It is the responsibility of visitors to support the implementation of this behaviour policy fully.

### **Restorative Justice**

The school operates an approach that can be defined as Restorative Justice with regards to managing conflict between children. This sits within our Christian ethos. The key principle is around bringing both parties together to discuss the incident in a calm and managed setting. The adult who facilitates the process does not sit in 'judgement' but supports both parties to come to mutual agreement within the parameters of the school behaviour management system. This will be through discussion or written reflection.

We ask all parties 5 key questions (see Appendix 3 for further details):

- What happened?
- How did you feel at the time / how do you feel now?
- How did you feel before / what was it like before the incident?
- What would you like to see happen to move forward?
- Have you been listened to and had a chance to share your views?

We also ask the following questions to help those harmed by others' actions:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Staff have the questions on their lanyards to use as a prompt (see Appendix 4), when engaged in verbal Restorative Justice. When engaging in written restorative justice, staff will use a written pro-forma (see Appendix 5).

This approach enables the children to identify the issue and work together on a mutually supportive and respectful solution. This approach should be applied at all opportunities to encourage children to reflect upon their chosen behaviour.

### **The Restorative Approach – Dealing with inappropriate behaviour.**

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

### **The Restorative Approach and use of consequences**

When using consequences at St John's Primary School, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. Each class and communal area has a clear display of the process of consequences (see Appendix 6), so that it may be referred to as part of a restorative discussion. We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour. Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Reflection Time' can be offered to children before an incident is dealt with. Appendix 7 shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

### **Implementation of the Restorative Approach – Practicalities**

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

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

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

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

**Rewards:**

We believe that positive praise supports and promotes good behaviour for the majority of children. We praise and reward children for good behaviour in a variety of ways which may include the following:

- Class Dojos – children’s name written on board under smiley face
- Verbal or written praise
- Celebration certificates
- Best work displays
- Stickers
- Whole class certificates
- Marble jars
- Class rewards
- Headteacher stickers
- Showing work to other teachers/headteacher

Examples of where these would be used:

- Following the ‘Golden Rules’
- Demonstrating our school values
- Excellent work
- Demonstrating good speaking and listening skills
- Good role model of behaviour for other children
- Being polite and kind to others
- Good teamwork skills

**Sanctions:**

For children not following the Golden rules, the following sanctions will apply:

- Warning – name written on board (just written, no announcement) under sad face
- Level 1 – 5 minutes thinking time, verbal restorative justice with teacher and child
- Level 2 – miss 5 minutes of play (stand with TA/SMSA), verbal restorative justice with teacher and child
- Level 3 – work in another classroom for 20-30 minutes and class teacher phones home. Written restorative justice with teacher and child
- Level 4 – Written restorative justice with Pastoral and Learning Support Mentor (all parties who are involved) and behaviour plan in place (where appropriate). Miss a whole day’s play and lunchtimes – spend with a member of SLT
- Level 5 – Written restorative justice with Pastoral and Learning Support Mentor (all parties who are involved) and behaviour plan in place (where appropriate). Miss a whole week’s play and lunchtimes – spend with a member of SLT

Children can get to level 4/5, either by working their way through the levels through a culmination of constant low level disruption or can move straight to the level dependant on the type of behaviour (see Appendix 7 for the St John’s Behaviour Guide).

In the case of re-occurring poor behaviour:

- If a child reaches Level 1 more than once a week – the teacher will make an informal call to parents on the Friday of the same week to share concerns – are there any issues at home, have they seen similar behaviour? Is child tired etc.?
  - If behaviour continues (into a second week) – the teacher will meet the phase leader and call the parents on the Friday of the same week to explain the next strategy at school. The teacher will discuss with the parent the behaviour chart and rewards – this can be in school or at home. The reward for a positive week will be discussed with parents – e.g. stickers, dojos, lego time, ipad/laptop session. This could be a reward at home if parents are engaged – aiming for this would be beneficial. This will be logged on CPOMS
  - Behaviour chart continues until improvements are seen in behaviour – weekly Friday phone calls with parents to update.
  - If the behaviour doesn't improve and the child has completed 3 weeks of behaviour charts – the teacher will book a meeting with the pastoral learning support mentor. The teacher will bring to this meeting: concerns and behaviour chart. The teacher will share what support they feel the Pastoral Learning Support Mentor can bring – e.g. aims/things that have or haven't worked and evidence of behaviour. The Pastoral learning support mentor will update the headteacher weekly.
- Procedures for dealing with incidents of sexual violence and sexual harassment will be dealt with according to the Appendix H in the Child Protection and Safeguarding Policy.

### **What are our expectations for pupil and adult conduct?**

We use silent signals to promote a consistent approach to behaviour management across the school. Across the school we use a no-hands up approach (See appendix 8).

### **Silent signals** (see Appendix 9 for more details)

We need children's minds to be free to learn. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, children are in no doubt of the expectations when they move into new groups each half term, and teachers won't waste time in establishing a new set of routines. We use the following silent signals: □ Team stop signal

- Turn to your partner (TTYP)
- Perfect partner signal
- My turn, your turn (MTYT)
- Magnet eyes
- 1, 2, 3
- Silent handwriting signal

We are proud we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

### **The school environment**

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. Classes will have monitors with various responsibilities to ensure the classroom remains tidy and well-organised. These may include the following

- Taking care of the cloakroom
- Taking care of the book corner (where appropriate)
- Ensuring the floor is clear

### **The school building**

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

### **Assemblies**

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

### **The dinner hall**

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

### **The playground**

At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

### **School uniform**

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in our uniform policy. All members of staff are expected to enforce rules on school uniform and challenge the parents of children who flout these rules.

### **PE kits**

Children are expected to wear correct PE kits on their PE days. Guidance for school uniform is detailed in our uniform policy. All members of staff are expected to enforce rules on school uniform and challenge the parents of children who flout these rules.

### **Physical restraint**

On rare occasions physical restraint may be necessary when verbal commands will not control behaviour. It will only be used to prevent a pupil causing harm to him or herself or others, or seriously damaging property. Wherever and whenever possible, forms of physical restraint will be discussed and agreed with parent/carers and will be used only after



deescalation techniques have proved ineffective. Such agreed forms of physical restraint will be included in PSPs, or similar. Incidents of physical restraint will be recorded and will be handed to the Designated Safeguarding Lead (the Headteacher, Mrs Claire Graham) or in her absence, the Deputy Designated Safeguarding Lead (Mrs Samantha Bruton).

This policy has been informed by and should be read alongside the Department of Education document, 'Use of reasonable force: Advice for Head teachers, staff and governing bodies' (July 2013);

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

The purpose of intervention will be to restore safety and will continue for no longer than necessary and will use only the minimum amount of force necessary. We have staff trained in Team Teach. Where possible, physical intervention will be led by staff trained in the 'Team Teach' system. Brief periods of withdrawal away from the point of conflict into a calmer environment may be effective.

### **Fixed term and Permanent Exclusions**

We do not wish to exclude any child from St Johns School Primary School. However, where we feel that this is necessary we adhere to all DfE and LA Guidelines and Procedures (see policies section of our website.)

In the case of Fixed Term Exclusions, the Head teacher may exclude a student for up to 45 days in any one academic year. Exclusions are operational decisions made by the Head teacher who then informs the Local Authority and Governing Board / Academy Trust about any permanent exclusion made. The Head teacher must also inform the Governing Board / Academy Trust about any fixed-term exclusions beyond five days in any one term. The Board will form a discipline committee which is made up of three members, as appropriate. This committee will consider any exclusion appeals on behalf of the Board. Any pupil who is excluded for more than 15 days in a term must have this reviewed by a panel of governors (when these 15 days are an accumulation of days for one incident). The decision to permanently exclude is reviewed by an exclusion panel and is then either upheld or overturned.

Fixed term and permanent exclusions are used for severe breaches of St Johns School's Positive Behaviour policy. It is possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this. The Head teacher may decide to permanently exclude for one of the following reasons: In response to serious or persistent breaches of the school's behaviour policy consistently demonstrating negative behaviours as described in Appendix 7; or where allowing the pupil to remain in school would seriously harm the education of welfare of the pupil or others in school.

These may include, but are not limited, to:

- Verbal abuse towards a member of staff;
- Bullying (which may include online bullying/ comments made on social media); Homophobic, sexist or racist incidents language (which may include online/ social media incidents);
- Assault/ fighting or the encouragement of others to do so;
- Persistently disruptive behaviour;
- Persistent failure to follow the school positive behaviour policy;
- Pupil is beyond the care and control of staff at St Johns Primary School.

Examples of behaviours which could warrant exclusion from school are further detailed in the Appendix 7 of this policy.

Before reaching a decision to exclude permanently or for a fixed period, the Head teacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the School's expectations of Core Values/ Behaviours and Equal opportunities policies;
- Allow the pupil to give their version of events;
- Check whether the incident may have been provoked, for example by racial, homophobic or sexual harassment;
- Consult others where appropriate, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Board who may sit at the exclusion meeting. Ultimately, however, the decision to exclude is an operational decision made by the Headteacher.

Alternatives to Exclusion will always be explored and where possible, interventions put in place to support a pupil at risk of exclusion.

They include:

- Pastoral Support Plans;
- Individual mentoring, coaching and behaviour support
- Working with parents/ carers;
- Changes of class/ teaching groups;
- A managed move or negotiated transfer;
- Assessment of SEND, including SEMH needs
- Allocation of a key adult when possible;
- Access to Nurture provision;
- Counselling;
- Restorative Practice methods;
- Peer mentoring;
- Referral to CAMHS or to the Educational Psychologist.
- A 'Post Exclusion Meeting' must always be held following any fixed term exclusion in order to reflect on the initial incident, gain the views of both parents/ carers and child and to establish a risk assessment of the child. This meeting will also provide a useful forum to identify resources and support needed to provide the necessary support for the child moving forward. These actions will then feed into class provision/ additional action plans.

### **Involving parents, agencies and other staff**

In handover meetings, class teachers are asked to communicate the behavioural needs of children in their class in order to ensure effective transition can take place.

In addition, 3 times a year, SEND meetings are carried out where class teachers review and evaluate the support that is offered to individuals or groups of children, before setting new targets and outlining strategies in place to enable them to achieve these.

These targets are further informed by the views of both parents and children. In addition to these meetings, the Headteacher and/or Inclusion Leader will meet with teaching staff as required in order to talk through individual behaviour concerns and to offer practical strategies through the inclusion team.

Children with ongoing behavioural concerns which need more support/intervention than can be offered by a class teacher as part of general classroom management are referred to the SENCO. Here, a solution-focused approach is used, children working with staff to create a clear action plan highlighting key targets and detailing useful strategies to apply to help them achieve these. Action plans must be shared with the child and reviewed during an agreed timescale. These will be managed by the SENCO. If Behaviours continue to escalate, despite support in place, the SENCO in liaison with the Headteacher will decide whether or not outside agencies need to be involved for support/guidance and will inform the parents of concerns.

If the child is at risk of exclusion, a Pastoral Support Plan (PSP) will be put in place. "At risk" means that a pupil is not responding to the school's normal range of strategies and support (repeated fixed-term exclusions might be an indicator) and that the intervention of external agencies may be required. The aim of the PSP is to involve the pupil in the shared challenge of improving his/her behaviour and social skills. The PSP meeting will look at positive points and main issues. The pupil should be involved in helping set his/her targets and these should be closely monitored (lesson by lesson) and reviewed every 2/4 weeks. The PSP should not be used to replace IEPs or Special Educational Needs assessment process; pupils should still be taken through the appropriate stages of the SEN Code of Practice.

### **Managing sexual violence and sexual harassment between children**

Sexual violence and sexual harassment is never acceptable and will not be tolerated at St John's Primary School.

If during the triage, processing or investigation of an incident it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the designated safeguarding lead (or a deputy) must be informed.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, the designated safeguarding lead (or a deputy) will take a leading role and coordinate a considered appropriate response.

The victim(s) will be reassured that they are being taken seriously and school will keep them safe, they will also be given as much control as is reasonably possible regarding how any investigation will be progressed.

St John's Primary School may be supported by other agencies, such as children's social care and the police as required.

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our behaviour policy, this would include the consideration of permanent exclusion.

Where a criminal investigation into sexual assault leads to a conviction or caution the school will consider any suitable sanctions in light of our behaviour policy, including consideration of permanent exclusion.

**The Positive Behaviour Policy links to:**

- Child Protection Policy**
- Inclusion Policy**
- Anti-bullying**



## We follow the Golden Rules:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We are gentle
- We work hard
- We look after property

## Appendix 3 - The Restorative Questions:

### What happened?

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

### What do you think and feel about that?

What each person was thinking and feeling at the time, before and since.

### Who has been affected and how?

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

### What are the needs of those involved?

What those affected need to feel better, move on, repair harm and rebuild relationships.

### What do you think needs to happen next/to make things right with each other and with the school community?

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children need to consider how they can make appropriate amends with the high expectations of the school community. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



## Appendix 4 - Restorative Justice Lanyards



**St John's**  
CofE Primary School

### Restorative Justice Questions □

What happened?

- How did you feel at the time/how do you feel now?
- How did you feel before/what was it like before the incident?
- What would you like to see happen to move forward?
- Have you been listened to and had a chance to share your views?



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### Restorative Justice Questions

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- What would you like to see happen to move forward?
- Have you been listened to and had a chance to share your views?

**Appendix 5 – Written Restorative Justice Pro-forma**

*Name:*

*Date:*

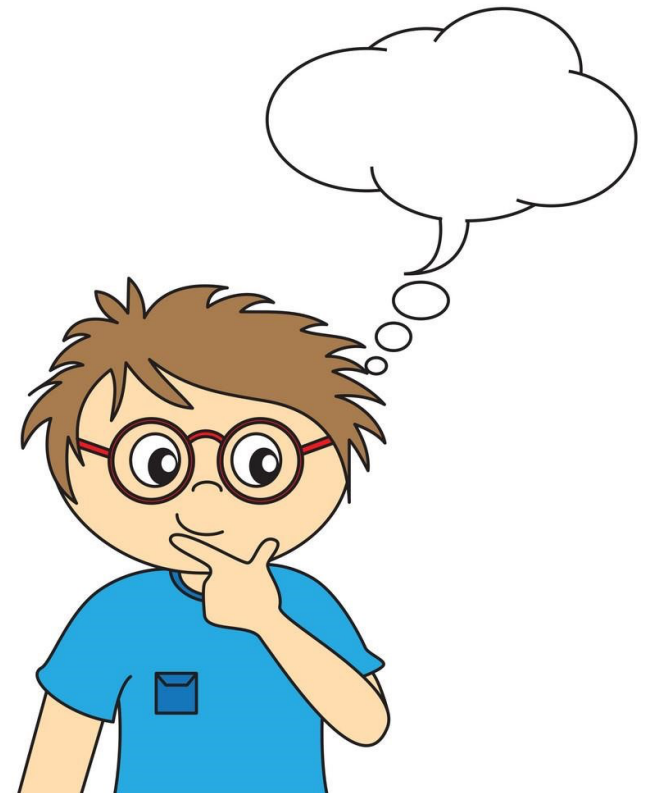
*What happened?*

*How do you feel about this happening?*

*How did you feel before this happened?*

*What would you like to see happen to move forward?*

*Have you been listened to and had your chance to share your views?*





Appendix 6 – Behaviour Levels

Level 5 – Lose a week of break and lunchtimes

Level 4 – Lose break and lunchtime

Level 3 – Work in another classroom

Level 2 – Lose 5 minutes of break time

Level 1 – Reflection Time

**Appendix 7 - St Johns C of E Primary School Behaviour Guide**

Low level behaviour

Serious behaviour – Log on CPOMS

|  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>✓ Swinging on chairs despite reminders to stop</li> <li>✓ Wearing inappropriate clothing in school despite being reminded, e.g. hats inside.</li> <li>✓ Wandering around the classroom</li> <li>✓ Irritating noises</li> <li>✓ Chewing gum, eating sweets or crisps</li> <li>✓ Inappropriate fidgeting/ rummaging</li> <li>✓ Dropping litter</li> <li>✓ Calling out or shouting</li> <li>✓ Persistently bringing in toys to school without permission</li> <li>✓ Talking over or interrupting others in class despite reminders</li> <li>✓ Play fighting</li> <li>✓ Talking in assembly</li> <li>✓ Not doing as asked first time</li> <li>✓ Not supporting team activities in the classroom, e.g. tidy up time despite being asked</li> <li>✓ Chatting to others at inappropriate times or about inappropriate subjects.</li> <li>✓ Lateness into class during the day</li> <li>✓ Wasting resources or not looking after resources</li> </ul> | <ul style="list-style-type: none"> <li>✓ Making fun of another child's work or efforts</li> <li>✓ Telling lies</li> <li>✓ Interfering with another person's property or taking things</li> <li>✓ Purposeful antisocial, crude behaviour (passing wind, spitting [not directly at somebody] and belching)</li> <li>✓ Name calling</li> <li>✓ Responding abruptly or rudely towards requests from adults</li> <li>✓ Swearing as part of general conversation</li> <li>✓ Not engaging in their work or having a poor attitude to learning ✓ Dangerous play</li> <li>✓ Unsafe behaviour in the corridors and around the site, e.g. running</li> <li>✓ Unhelpful, uncooperative behaviour, e.g. being obstructive in activities</li> <li>✓ Poking, pushing, pinching or prodding</li> <li>✓ Misuse of toilets and wash areas</li> <li>✓ Teasing or deliberately 'winding up' other children</li> <li>✓ Refusing to do work</li> </ul> | <ul style="list-style-type: none"> <li>✓ Refusal to follow important safety instructions including running out of class/school (<i>could be L4+ if on school trip and/or it puts someone else in danger</i>)</li> <li>✓ Writing graffiti or defacing walls, desks, books or work</li> <li>✓ Answering back or arguing with an adult</li> <li>✓ Throwing or flicking objects in the classroom or out of the window (without directly aiming at others)</li> <li>✓ Swearing <u>at</u> another person</li> <li>✓ Making inappropriate comments related to gender, sexual orientation or appearance</li> <li>✓ Making insulting remarks about another person's family members</li> <li>✓ Disruptive behaviour including inciting disruptive behaviour of others</li> <li>✓ Clear breach of school values despite reminders</li> <li>✓ Deliberately unkind behaviour which leads to others feeling isolated or upset</li> </ul> | <ul style="list-style-type: none"> <li>✓ Threatening or intimidating behaviour</li> <li>✓ Vandalism of school site</li> <li>✓ Age-inappropriate sexualised touching of self-to cause offence or embarrassment to others</li> <li>✓ Stealing (a serious case may lead to Level 5)</li> <li>✓ Stone-throwing</li> <li>✓ Refusing to go to the HT or designated person</li> <li>✓ Spitting at/on someone</li> <li>✓ Bullying (<u>repeated</u> and persistent, threatening, intimidating or harming behaviour)</li> <li>✓ Racist, homophobic or discriminatory behaviour (if the behaviour is with intent)</li> <li>✓ Age-inappropriate sexualised touching of others</li> <li>✓ Physically violent behaviour (fights or attacks on others) including biting</li> <li>✓ Throwing furniture or equipment across the classroom (inc. aiming items towards somebody)</li> <li>✓ Persistent and continual disruption of learning (attributed by an escalation of any other level behaviour)</li> <li>✓</li> <li>✓</li> </ul> |
|--|--|--|--|

## Appendix 8 - THE TALK ROUTINE

### **“How do I know what I think, until I hear what I say?”**

How many times have you had a fine, coherent argument, that you have practised in your head, but then it comes apart when you try to say it out loud?

Saying something out loud forces us to think. It makes us organise what we know and what we don't know.

The same goes for children. We need them to share their thoughts out loud throughout the lesson.

If children know they'll be *expected* to answer every question out loud, they are *more likely* to pay attention in the first place.

And, *we* are more likely to know what *they've understood*. We'll know if our teaching is being successful - minute by minute throughout the lesson.

### **Hands up is the biggest barrier to getting children talking**

Have you thought, how every time we ask a “hands up” question we allow four-fifths of the class off the hook?

Four-fifths who don't have to think.

Four-fifths who don't have to listen.

Only *one fifth* put up their hands to answer the question.

And who are they?

- The children who love talking – and are bursting to tell you – choose me, choose me! –

These children are often from ‘talk a lot’ homes

Any why do so *few* raise their hands to answer a question?

- Because they didn't listen to the question or didn't know you'd asked one
- They know others will put up their hands to answer, so they don't bother
- They're too shy to talk in front of the whole group
- They're embarrassed – what if they get the answer wrong? – And, as they get older – it's just not cool

But even the children who *have* raised their hands don't always get a look in, as we only choose one or two to answer the question.

The first child gets the answer right and the others with their hands up say ‘aaaaw – that was my answer’.

Children play the hands-up system. They're in control.

If we want children to articulate what they're learning, hands up has to go! Totally - it has to go altogether. There is no half-way house.

So what's the solution?

If a question's worth asking it's worth *everyone* answering.

We teach partners how to answer *every* question – *together*.

We *listen* carefully as they talk and then choose those with the most *helpful* answers, to feed back to the group.

Children aren't frightened to respond because the answer belongs to both partners - and they have practised it first.

### **The Talk Routine**

1. Ask a question and use the 'turn to your partner' (TTYD) signal
2. Listen as partners prepare their answers – don't get stuck with one partnership
3. Stop the children by using the team stop signal
4. Then select children to feed back

Children need to know that we're in charge of feedback. If they see us select a child with a hand up or thumb up – they'll know that they don't need to talk much the next time you ask a question. They'll know the usual hands-up children will answer.

When you've practised this routine over and over again, partner work will just become 'what you do'. You'll find you don't even need a signal – children will automatically turn when you ask a question.

### **Feedback mechanisms**

We use Choose Two to take a response that needs an explanation or a reason. While children are talking, we listen out for two partnerships whose responses might be good to build upon.

We use Paraphrase to keep the discussion moving - *we* share a few of their responses. This is particularly useful to feedback on behalf of children who aren't yet confident to talk to the whole group.

We use a Word Wave for one-word answers with multiple responses. For example – If I were to ask the children to think of names beginning with mm. I'd ask the question using the TTYP signal first – and then say 'Word Wave'. Children would then call out their answers as I move my hand across the group.

We use Choral Response when there is only one correct answer, for example - Is he angry or miserable?

Children turn to their partners to decide, and then we open our hands for their response.

We need children's minds to be free to learn to read and write. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, behaviour management will be transformed across your school. Children will be in no doubt of the expectations when they move into new groups each half term, and teachers won't waste time in establishing a new set of routines. New staff will then be able to slip into the same routines quickly.

### **Silent signals**

Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

### **Team stop signal**

The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back.

The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings.

Use this signal to gain attention. Practise until children respond in under five seconds and in silence.

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every child has responded. Every child:
  - Raises one hand in response;
  - Checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary;
  - Looks attentively at you – eyes locked into yours to show they are ready to listen;
  - Sits up tall, beside their partners.
3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

### **Turn to your partner (TTYD) signal**

Partner work should be used consistently in all lessons.

Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question.

Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.

Children should turn their heads towards their partners, not their whole body or chair.

### **Perfect Partner signal**

Run one hand down the outside of the opposite arm, to remind children to:

- Sit up straight beside their partner
- Be ready to turn and talk to their partner.

### **My Turn, Your Turn (MTYT) signal**

Use this silent signal when you want the children to repeat something after you.

My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms. Explain to the children that this signal is yours and not theirs.

### **Magnet eyes**

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

### **1, 2, 3 signal**

Move the children silently from carpet to table in under 15 seconds.

- Hold up one finger: children stand
- Hold up two fingers: children walk and stand behind their chairs
- Hold up three fingers: children sit down and prepare to read or write.

And in reverse, move the children from table to carpet in under 15 seconds.

- Hold up one finger: children stand behind their chairs
- Hold up two fingers: children walk to carpet
- Hold up three fingers: children sit down beside their partners.

### **Silent handwriting signal**

Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper. This signal indicates that children sit with their:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- left/right hand holding page
- back leaning forward slightly
- left/right hand holding a pencil, ready in tripod grip.

## **Appendix 10 – Covid 19**

Appendix 1



Covid-19 In light of the need for children to behave differently at school, the following Code of Conduct is being implemented at St Johns. Positive praise will be used in the first instance. Failing this, each pod will have a time out space within the classroom and pod leaders can use their mobile phone to call SLT for support if needed.

Everyone will try to:

- Follow all new arrival and departure routines for their year group and 'pod'
- Follow all school guidance on frequent hand washing and sanitising
- Only use equipment in the tray they are given by their pod leader
- Only socialise with pupils in their own 'pod'
- Where possible, observe two metre distancing
- Always tell an adult if feeling unwell
- Only use the toilets when permitted by an adult
- Always use a tissue when coughing or sneezing and dispose of after use
- Avoid spitting or coughing near adults or pupils

#### Sanctions

We recognise that young children will need reminders throughout the day and modelling from staff. Gentle reminders from staff as opposed to sanctions will be used as appropriate depending on the age and understanding of the child.

'Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.'