



## George Dixon Primary School

### Behaviour Principles and Behaviour Policy

This policy was updated and ratified by George Dixon Primary School:	<b>21.09.2023</b>
School staff were consulted on this document:	<b>Autumn 2023</b>
This policy is due to be reviewed on:	<b>Autumn 2024</b>

**Chair of Board of Governors**

Signature: 

Print Name: **Lynda Donaldson**

**Consideration**

**Co-operation**

**Care**

**Courtesy**

**Courage**

**Communication**

**Commitment**

## **In order to make the world of George Dixon a safe, inclusive and happy place to be, we must...**

- Follow the 7C's
- Follow our one school rule
- Be proud of our school

These 3 points underpin our expectations for behaviour at George Dixon Primary School. These guidelines are intended to help the staff to fulfil the aims of the policy and to achieve a whole-school approach that can be understood by all those involved: staff, pupils, governors and parents/carers.

### **1. Rationale**

- 1.1** Social interaction, based on mutual respect, an appropriate curriculum and effective classroom organisation, is fundamental in establishing an ideal learning environment. There is a strong correlation between good behaviour and good academic progress made by pupils.
- 1.2** All children are treated fairly (but not necessarily in the same way), with clear options/choices presented to them. Rewards and sanctions will take effect as a result of the choices that they make.
- 1.3** It is essential that children should be given the opportunity to modify their behaviour to avoid any further sanctions.
- 1.4** A proactive approach to behaviour and discipline is more effective than a reactive one.
- 1.5** Acknowledging positive behaviour choices is important and this should be emphasised more than highlighting undesirable behaviour choices.
- 1.6** The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities (SEND).

### **2. Aims**

- 2.1** To provide a consistent approach to behaviour management in an environment where there is mutual respect, support, encouragement, security and independence.  
**All members** of the school share responsibility for developing this ethos successfully; the different roles and responsibilities will be further explained within this policy.
- 2.2** To clearly outline what expected behaviour at George Dixon is and what we consider to be unacceptable behaviour, including bullying.
- 2.3** To outline our system of rewards and sanctions.
- 2.4** To encourage children to take responsibility for their actions by accepting the consequences of unacceptable behaviour and reflecting on the impact of their actions.
- 2.5** To continue to develop parental understanding of the Behaviour Management and the Behaviour Policy of the school and to gain further their support in implementing it.
- 2.5** To provide all staff with a variety of appropriate behaviour strategies and resources to support managing behaviour across school

### **3. Our one school rule**

*If what you are doing interferes with learning, hurts someone, or prevents you from being your best self, you shouldn't be doing it!*

#### 4. The 7C's and definitions

Expected behaviour at George Dixon is set by the following of the 7Cs and our "1 school rule"

##### 4.1 In order to show **care**, everyone should...

- Keep ourselves neat and tidy
- Look after others
- Show respect for the equipment in the classroom and playground

##### 4.2 In order to show **courtesy**, everyone should...

- Smile and say hello
- Say please and thank you
- Speak respectfully to others

##### 4.3 In order to be an effective **communicator**, everyone should...

- Listen to others
- Articulate ideas in clear sentences
- Talk about how you are feeling and allow others to do the same

##### 4.4 In order to show **commitment**, everyone should...

- Come to school everyday
- Have a go, even when it is difficult
- Be responsible for our own learning and behaviour

##### 4.5 In order to show **cooperation**, everyone should...

- Take turns and share
- Work well with others
- Respect the views and opinions of others

##### 4.6 In order to show **consideration**, everyone should...

- Be kind
- Think about the needs of others as well as our own
- Practise patience and calmness

##### 4.7 In order to show **courage**, everyone should...

- Ask for help when it is needed
- Stand up for what is right even when it feels uncomfortable
- Try to restore things when they go wrong

**If everyone demonstrates this expected behaviour, George Dixon will be a better place.**

**4.9** If children consistently meet the expected standards for behaviour or go above and beyond, they will be rewarded (see rewards and sanctions section). Above and beyond expected behaviour is defined as (but not limited to):

- Taking real ownership of learning both in the classroom and at home
- Using initiative in school – taking positive action without being asked to
- Going above and beyond the normal expectations to help others
- Showing resilience when faced with challenges
- Outstanding effort to improve work or behaviour

**4.10** Unacceptable behaviour has a detrimental impact on others and an appropriate consequence will be given (see rewards and sanctions section). At George Dixon, this is defined as:

- Not following an adult's instructions
- Disruption in lessons
- Any form of hurt or harm to others, including rough play and play fighting
- Deliberately excluding others
- Rudeness
- Throwing stones
- Throwing things in class
- Talking – 'off task'
- Scribbling on books/furniture
- Whistling in class/assembly
- Disregarding the school rule

**4.11** Serious misbehaviour incidents at George Dixon are defined as:

- Repeated poor behaviour
- Deliberately disobeying an adult
- Defiance
- Fighting, violence or aggressive/threatening behaviour
- Using inappropriate language
- Not upholding the equality act (racist, homophobic, transphobic, sexist, disablist behaviour)
- Throwing stones at cars or people
- Cutting another child's hair
- Bullying – including cyber bullying
- Breach of the acceptable use policy
- Absconding from lessons
- Stealing
- Wilful destruction of property
- Inappropriate relationships or sexualised behaviour
- Repeated breaches of the school rule

*This is not an exhaustive list*

## **5. Roles and responsibilities**

### **5.1 The governing body**

The governing body is responsible for reviewing and approving this policy in conjunction with the Head Teacher/Deputy Head Teacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The Head Teacher**

The Head Teacher will review and approve this policy in conjunction with the Deputy Head Teacher and the governing body. The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 The Deputy Head Teacher**

The Deputy Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Head Teacher and the governing body. The Deputy Head Teacher will support staff to implement this policy consistently across school, provide additional support in complex cases (including working with the SENCO and external agencies) and liaise with all stakeholders to ensure that behaviour is at least good across school. The Deputy Head Teacher is also responsible for:

- monitoring whole school behaviour and individual causes for concern
- evaluating whole school procedures
- ensuring effective whole school pastoral care
- working with key staff to implement changes when necessary
- promoting close home-school links
- providing additional support (behaviour/social/emotional) to children/groups of children who require it.

### **5.4 Staff**

**Staff are responsible for:**

- Implementing the behaviour policy consistently
- Modelling positive behaviour at all times
- Acknowledging and celebrating examples of good behaviour in line with the school policy
- Being vigilant in identifying poor behaviour and taking timely and appropriate action in response
- Providing a personalised approach to the specific behavioural needs of particular pupils including creating behaviour plans with the support of DHT and parents if necessary
- Recording behaviour incidents in line with the school policy
- Closely liaising with parents where the behaviour of a child does not adhere to our school expectations
- Seeking support from members of SLT when needed.

## 5.5 Parents

Parents are expected to:

- Support their child in adhering to George Dixon's expected behaviours
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Adhere to our home/school agreement.

## 5.6 Pupils

**Pupils are expected to:**

- Adhere to our home/school agreement George Dixon Behaviour Policy
- Show at least expected behaviours defined in section 4

## 6. Classroom practice to support expected behaviour – EYFS, Key Stages 1 & 2

**6.1** It is essential that every member of staff at George Dixon has high expectations of pupils' behaviour at all times. Work set is completed and to a high standard (this needs to be appropriate for each individual pupil's ability).

**6.2** Pupils need to have readily available all resources necessary for lessons, in order to prevent any disruption of learning in the classroom. Resources should be ready on desks, whenever possible, to prevent unnecessary movement in classrooms (age appropriate). Classroom resources should be well organised, tidy and labelled to give ease of access to pupils, if and when appropriate.

**6.3** All classroom atmospheres should be calm and purposeful (there will be times when some sessions will be necessarily louder, but they should still be purposeful).

**6.4** The school rule and 7C's must be displayed in all classrooms. These will be regularly referred to in assemblies also. It is essential pupils know what the rule and 7Cs mean, rather than just being able to recite them.

**6.5** All teaching staff have access to Class Dojo to record any positive behaviour, as well as any undesirable behaviour. Undesirable behaviour is managed in stages: Friendly warning, 1st warning (reflection time in class), 2nd warning (5 minutes golden time lost), 3rd warning (reflective break time where children will think about the choices they have made and fill in a reflection sheet), 4th warning (time out in another class), 5th warning (sent to Head Teacher/Deputy Head Teacher). In the first instance, parents will be informed by their child's class teacher if their child reaches the 3rd warning onwards. Where applicable (i.e. if the child has reached the 5th warning), the Deputy Head Teacher/Head Teacher will also contact parents.

**6.6** When accessing Class Dojo, staff will record why a negative point was given and have the option to add further notes where necessary.

**6.7** It is important that appropriate behaviour should be identified and acknowledged as often as possible. Both the pupil and the desired behaviour should be clearly named e.g. "Well done, Aman. That was a kind thing to do because you noticed that Adam was upset." This applies to all pupils, regardless of the point they have reached within the disciplinary procedure.

**6.8** Any serious behaviour incident will be recorded as soon after the incident has occurred (as is reasonably possible) on 'My Concern' by a member of SLT or a Learning Mentor. Accounts from

all parties involved or eyewitnesses should be taken (these can be written and uploaded on to 'My Concern'). These incidents should be shared with parents of parties concerned by the class teacher on the same day; this may be by telephone if the children are not collected by parents at the end of the day. Serious incidents should be reported to the Head Teacher or a member of SLT immediately. The Head Teacher or SLT member will follow up the incident after the class teacher's/Learning Mentor's initial investigation; this will also be recorded on 'My Concern'. Any necessary first aid records should also be completed.

**6.9** Any incident involving racism, homophobia, transphobia or bullying must be investigated/recorded as above in 6.9, but should also be reported to the Head Teacher as soon as possible afterwards (or the next senior member of staff if HT is not on site). This must also be logged on 'My Concern' by a member of SLT.

## **7. Rewards and Sanctions**

At George Dixon, we aim for all children to be intrinsically motivated to show at least expected behaviour because they know this is the right thing to do – not just to get a reward. There are certain ways that staff will acknowledge good behaviour choices, including:

- The use of specific, verbal praise
- Awarding a positive point on Class Dojo
- Sending a postcard home
- Giving out stickers

When children go above and beyond expected behaviour\* or consistently show expected behaviour, they will be rewarded in the following ways:

- Being awarded blue certificates in Friday assembly for effort, achievements, etc...
- Being awarded positive points on Class Dojo and receiving rewards at different milestones
- Join the Head Teacher for a 'Sea Party' on a Friday with hot chocolate and cakes

### **Friday Assembly**

On a Friday, there is a special assembly in which class teachers write certificates for two children per class for a special mention, outstanding work, progress or special achievement. These will be recorded by teachers/assistants to ensure that certificates are distributed fairly. During this assembly, anyone who has achieved a certain number of Dojos will also be celebrated. Other special certificates (e.g. Numbots, Times Table Rockstars, swimming certificates, and achievements outside of school) will also be given out and celebrated.

### **Whole Class Rewards**

The purpose of whole class rewards is to engage the children as a class community, displaying corporate responsibility. The filling of the pom-pom jar will be rewarded by an activity/treat, chosen by the children, in consultation with the teacher, at the beginning of the academic year and displayed as a list of choices (E.g. a disco, a fancy dress party, a cinema afternoon, a teddy bear's picnic etc...). The children will vote on these choices, democratically, once the jar is filled. A message will need to be sent home to parents explaining the activity chosen and how the outcome was arrived at.

Whole Class rewards are given in the form of 'a pom-pom in a jar.' A class can gain these as a whole group for:

- lining up well around school and in the playground;
- entering assembly well/sitting well;
- demonstrating good behaviour to others in areas around school/playground;

- demonstrating the school values;
- tidying up successfully in class/cloakrooms/around school/playground;
- good attendance;
- working well as a team.

**All members of staff are responsible for ensuring children adhere to these expectations.  
A maximum of 2 pom-poms can be given by any member of staff to a particular class.  
The jar is full when it contains 50 pom-poms.  
Pom-poms should not be removed once earned.**

## **Sanctions**

Clear expectations are set by all adults agreed at the beginning of each term and reviewed when necessary. In addition, regular circle times, check ins and check outs give classes opportunities to promote and reward positive behaviour. Before any involvement in the behaviour chart, all children are fully aware of school expectations. Consider inclusive ways to ensure expectations are clearly communicated to all children. This might include posters, songs, school council, etc.

*It must be stressed that it is the behaviour that is unacceptable, not the child him/herself. For example: "Susan, you have already been asked not to disturb your group; your behaviour is unacceptable. You've already had two warnings, I hope that a reflective break time won't be needed – please work sensibly with your group."*

**STEP 1:** Any form of mild disruption/misbehaviour will be investigated by an adult to support the child to express their thoughts, feelings and unmet needs that might be leading to the behaviour. At this point the child is expected to acknowledge the reminder and aim make some positive changes to their behaviour. Positive praise is given to the child when this is done. This praise may be given during a circle time or simply between the child and teacher.

**STEP 2:** Another display of misbehaviour will lead to a 2nd verbal reminder (linking to the school values and for some individuals, their behaviour report) and the child is given a neutral dojo.

At this stage, the teacher will have a restorative chat with the child. Staff will conduct this conversation in a positive manner, giving the child a chance to reflect. The aim of this conversation is for the adult to support the child to recognise their thoughts, feelings and what their unmet needs might be. Together, the adult and the child can agree a way forward using, ideally using the strategies suggested by the child.

**STEP 3:** At this stage, a negative dojo is given. Time out in class or in another class may be required and the child could fill out reflection sheet if appropriate. On return to the group the child will be welcomed back into the classroom. A restorative conversation will take place and the adult will support the child to recognise their thoughts and feelings and agree a way forward, ideally using the strategies suggested by the child.

The teacher or other staff members should remind the child of the agreement and encourage the child to identify strategies both the adult and pupil can do to help manage the agreement'

Positive praise is given for children who are able to, or trying to make better choices



#### **STEP 4:**

A serious incident can result in a child being moved directly to step 4. Alternatively, reaching step 4 means a child has worked their way through stages 1, 2 and 3. At this stage the child may need a time out of the classroom/group. At this point, the child should fill out a reflection sheet. The child will meet with a Learning Mentor/Phase Leader or member of SLT to discuss what has happened. A restorative meeting will be held to ensure everyone is heard and relationships are repaired. The member of staff present will conduct the meeting using restorative language. The restorative meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated.

At this point a consequence may be agreed, but more importantly, actions discussed and agreed to enable the child to take positive next steps.

Details of the meeting will be recorded on SIMS; the child's or children's parents/carers will also be informed. As a follow up, the teacher will have reconnection meetings with the child in order to integrate them back into the class. They will discuss the agreement and ask what the child what support they need to take their next steps and agree strategies for both the adult and child to move forward. Circle times, check-ins and check-outs will help to reinforce any support that is needed.

**STEP 5:** Serious forms of misbehaviour can result in a child being sent directly to the DHT, AHT or Head Teacher.

At this stage, an internal exclusion may be given in the first instance.

For more serious behaviour incidents or repeated misbehaviour an external exclusion will be given.

Parents / carers will be called into the school for a restorative conference.

The aim of the school at this stage will be to solve the situation in a restorative way. This could result in pupils being given a Behaviour Report which is a home-school behaviour agreement.

At this stage a behaviour plan will be put in place by the Learning Mentors/DHT and reviewed by the Pastoral Team and Class Teacher weekly.

**STEP 6:** After a period of absence from class/school, the pupil is supported back in to their class community. Additionally, they will be supported to repair the relationships that have been damaged. They will have the opportunity to talk through worries they might have about returning to class and strategies to help make the transition better for them. The period of absence in an internal exclusion will be determined in consultation with the class teacher. Periods of external exclusion are guided by advice from the exclusions team.

Importantly, those who have been hurt are spoken to and asked for their input ideas on what successful reintegration might look like. Everyone involved is respected.

As in Step 5, a behaviour plan may need to be put in place to support the child back in school.

## **8. Playtimes and Lunchtimes**

**8.1** Pupils are expected to follow the school code of expected behaviour at breaks and at lunchtimes.

Expected behaviour includes:

- walking sensibly in the corridors and to the playground or field;
- lining up sensibly at the canteen counter for lunch;
- behaving appropriately in the canteen;
- keeping tables tidy in the canteen;
- disposing of food, rubbish etc... in an orderly fashion;
- keeping lunchboxes tidy on the appropriate lunchbox trolley;
- being kind and respectful to everybody outside and in the canteen;
- playing appropriate and sensible games (not rough or play-fighting games);
- tidying away at the appropriate time on the playground or field;
- keeping within agreed boundaries on the playground or field.
- Staying safe at playtime means only staying in supervised areas and not entering the school building.

Good behaviour should be modelled to pupils, including how to play appropriate games, how to take care of and tidy away equipment and how to treat others on the playground.

**8.2** Where an incident is more serious, in particular those involving bullying or pupil safety, the pupil should be sent to a Learning Mentor or the Deputy Head Teacher who will deal with the incident appropriately. In extreme cases, it may be appropriate for the Head Teacher to deal with the incident.

**8.3** Teaching Assistants and Lunchtime Supervisors carry the same responsibility as other school staff for ensuring that the school behaviour policy is adhered to. They should follow the same procedure with regard to rewards and sanctions.

**8.4** If a child needs to 'remove' themselves from the playground or field in KS2 at lunchtime, due to becoming angry/upset etc... (thereby preventing a possible altercation or act of aggression), they can visit the atrium/library, where they can calm down until they feel ready to return to the playground/field. A member of staff will be on duty here to talk and listen to the pupil (when appropriate). Praise should be given to pupils for doing this. The class teacher should be informed by the member of staff on duty.

## **9.0 Working in partnership with parents**

Parents have an enormous influence in supporting the work of the school. When all parties work together for the benefit of the child, it is extremely effective and powerful. Close co-operation with parents is essential and every possible effort should be made to encourage their support and understanding. Inviting parents into school for consultation evenings, to help in class and for special events all help to break down barriers and make acceptance of a combined responsibility more likely.

Parents are involved at the earliest opportunity so that school and parents can play a positive role in monitoring and addressing any behaviour problems that arise. The Head Teacher or Deputy Head Teacher may contact parents, usually by phone, to inform them of significant concerns.

## 10.0 Confiscation of inappropriate items

### What the law allows:

**There are two sets of legal provisions, which enable school staff to confiscate items from pupils:**

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items, provided they have acted lawfully.

2) **Power to search without consent for** 'prohibited items' including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property or
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for a member of SLT to decide if and when to return a confiscated item.

At George Dixon, only members of the Senior Leadership Team have the authority to decide to search pupils and another member of SLT must also be present during a search. The gender of the SLT member should be the same as the child being searched, where possible.

Further DfE guidance for schools can be found here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## **11.0 Peacemakers and Restorative Practice:**

### **We have a Restorative Approach:**

Our job is to teach the **PUPILS** we have,

**NOT** those we would like to have,

**NOT** those we used to have,

But those we have right now

**ALL** of them

*Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour and allows participators the opportunity to make amends for any harm caused. Restorative Practices acknowledge the intrinsic worth of the person and their potential contribution to the school community.*

At George Dixon Primary School, we have high expectations of our pupils. We place a strong emphasis on building relationships between pupils and staff. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school values, the 7C's. For occasions when this is proving not to be the case, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and think about what changes they could make to their behaviour.

### **Daily Practise**

Each class will hold regular 'check ins' to ensure pupils are ready and able to learn. This is a chance to gauge feelings, attitudes and expectations and so that you can provide support where needed.

Across the school we use the same stop signal, which is to raise our hand and wait for all children to stop. We aim not to raise our voices (unless it would be dangerous not to) as we aim to create a peaceful learning environment.

Circle Times should happen at least weekly; during this time we sit together in a circle and everyone says something about themselves and how they are feeling. During the week, if there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is very fair, calm and respectful.

***It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.***

## **About Restorative Language:**

When responding to challenging behaviour or a conflict the child will be asked:

- What happened?
- What were you thinking/feeling when it happened?
- Who has been affected by what happened?
- What needs to happen to put this right?

When helping those harmed by others, they are asked:

- What happened?
- What did you think when you realised what had happened?
- What have your thoughts/feelings been since?
- How has this affected you and others?
- What do you think needs to happen to make things right?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to help them to find the answers they need to be able to move on. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

## 12. Behaviour Flowchart

Behaviour procedures		This applies in either the classroom OR the playground/canteen – the same approach needs to be applied consistently
Responsibility of all staff	Step 1	Verbal reminder given in a positive manner – name the behaviour, give an instruction and offer a choice/give an I message Class circles, check in/outs Praise behaviour and children that have improved their behaviour.
	Step 2	Neutral dojo given Restorative Chat with Class Staff Aim: To take responsibility, acknowledge what happened and choose their next steps and for the adult to better understand what is going on for that child and support child to have their needs met.
	Step 3	Negative dojo relating to school values given Restorative Chat with Class Staff: Sanction to be agreed e.g. time out in partner class / Verbal agreement to be made. Opportunity to 'put it right' offered. Teacher/staff member to check in with person who has been 'hurt' and see what their needs are. (When a child has 3 or more red dojos – class teacher will speak with child and parent)
Class Teachers, Phase Leaders, Learning Mentors, DHT	Step 4	Persistent misbehaviour or more serious incident <ul style="list-style-type: none"> <li>When a child has 6 or more red dojos - LM/DHT will speak with child and parent</li> </ul> <p>A serious incident can result in a child being moved directly to step 4. Alternatively, reaching step 4 means a child has worked their way through stages 1,2 and 3.</p> <ul style="list-style-type: none"> <li>At this stage the child may need a time out of the classroom/group. At this point, the child should fill out a reflection sheet.</li> <li>The child will meet with a Learning Mentor/Phase Leader or member of SLT to discuss what has happened. <ul style="list-style-type: none"> <li>A restorative meeting will be held to ensure everyone is heard and relationships are repaired. The member of staff present will conduct the meeting using restorative language. The restorative meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated. (If a child needs to come in from the playground, they are to be escorted to the Restorative Room)</li> <li>At this point a consequence may be agreed, but more importantly, actions discussed and agreed to enable the child to take positive next steps. This is then fed back to the class teacher.</li> </ul> </li> <li>Parents / carers informed, Behaviour Report discussed if necessary</li> <li>Time made during the day for the child and Class Teacher and/or Pupil to have a restorative meeting to repair relationships – this meeting can be mediated by LM/DHT if required. Participation in a restorative meeting is voluntary. All parties are supported to attend. Everyone involved is respected.</li> <li>Recorded on MyConcern by LM/SLT</li> <li>Welcome the child back on their return</li> </ul>
SLT	Step 5	Continued misbehaviour or serious misbehaviour Send to SLT, recorded on MyConcern/SIMS Behaviour Plan put in place Internal exclusion in first instance. Subsequent 'serious' incidents will result in external exclusion Parents / carers to be called in to school Agreement to be made with parents /carers
SLT	Step 6	Restorative Reintegration After a period of absence from class/school, the pupil is supported back into their class community. Additionally, they will be supported to repair the relationships that have been damaged. They will have the opportunity to talk through worries they might have about returning to class and strategies to help make the transition better for them.

		<b>Importantly, those who have been hurt are spoken to and asked for their input ideas on what successful reintegration might look like. Everyone involved is respected.</b>
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**Types of behaviour that will be addressed by all adults in school as per steps 1-4 above:**

- Not following an adult's instructions
- Disruption in lessons
- Any form of hurt or harm to others, including rough play and play fighting
- Deliberately excluding others
- Rudeness
- Throwing stones
- Throwing things in class
- Talking – 'off task'
- Scribbling on books/furniture
- Whistling in class/assembly
- Disregarding the school rule

**Behaviour incidents to be escalated to the Learning Mentors/DHT:**

- Repeated poor behaviour
- Deliberately disobeying an adult
- Defiance
- Fighting, violence or aggressive/threatening behaviour
- Using inappropriate language
- Not upholding the equality act (racist, homophobic, transphobic, sexist, disablist behaviour)
- Throwing stones at cars or people
- Cutting another child's hair
- Bullying – including cyber bullying
- Absconding from lessons
- Stealing
- Repeated breaches of the school rule

**Behaviour incidents to be escalated to SLT:**

**Behaviour incidents resulting in internal exclusion:**


- Violence towards others – hitting, kicking, biting etc
- Wilful insolence (such as failure to obey instructions which then threatens the safety of themselves or others.)


**Behaviour incidents resulting in external exclusion:**


- Wilful violence towards a member of staff or child
- Repeating behaviour which previously resulted in an internal exclusion

## George Dixon Reflection Sheet


Name:	Class:	Staff Member:	Date:
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	<b>What happened?</b>
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	<b>What were you thinking/feeling?</b>
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	<b>Who has been harmed by what happened?</b>
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	<b>What needs to happen to put things right?</b>
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<b>Agreed next steps</b>


<b>Signed:</b> Staff Member	Child	Class Teacher
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**Listed below are some examples of some statements and questions which all staff can use with pupils:**

### **Affective Statements**

I was very disappointed when you did that to ...

I am upset by what has just happened.

I feel that (describe the action) was disrespectful.

I feel really proud of you when I heard...

I feel really pleased and encouraged that you made the right choice.

I respect your honesty and thank you.

I want to thank you for your cooperation.

### **Affective Questions**

What happened? – followed by:

What were you thinking when...?

What were you feeling?

How did your actions affect...?

How do you feel about what you did?

What can you do to help to put it right?



**George Dixon Primary School**

**Behaviour Report**

<b>Name:</b>	<b>Date:</b>
<b>Class:</b>	<b>Goal:</b>

**Targets:**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Break</b>	<b>Lesson 3</b>	<b>Lunch</b>	<b>Afternoon lesson</b>	<b>Total Points</b>
<b>Tuesday</b>							

Total points available each session:

- 5**=outstanding
- 4**=good effort
- 3**=satisfactory
- 2**=needs to improve
- 1**=unacceptable

**Comments and Signature:**

<b>Child:</b>	<b>Teacher:</b>
<b>Miss Peckett/Mr Clarke:</b>	
<b>Comments:</b>	

