SYLVESTER PRIMARY ACADEMY

DREAM, BELIEVE, ACHIEVE

Behaviour Policy

2026-2027

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A GREAT PLACE TO BE A PART OF

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MEMBER OF THE WADE DEACON TRUST

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Statement of Intent

Sylvester Primary Academy promotes an environment where all feel safe, valued, happy and secure and where everyone treats each other with courtesy, respect and tolerance and where children can learn free from disruption. We believe it is important to encourage children, adults and staff to behave in a caring, co- operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We believe that it is the duty of every adult to help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings. We teach behaviour explicitly in line with our Behaviour Protocols and our School Promises.

We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively reinforce these. We endeavour to ensure that there is consistency and clarity within the use of this Behaviour Policy. We also recognise that some children may need extra support to meet our behaviour expectations and this policy explains what this may look like in practice.

1. Aims

This policy aims to:

- Provide a whole school **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusion Guidance
- Special educational needs and disability (SEND) code of practice
- Planning guide for primary schools following Covid-19

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

DfE guidance explaining that academies should publish their behaviour policy online

This policy complies with our funding agreement and articles of association.

3. Definitions

School Staff are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Misbehaviour is defined as and includes:	Serious Misbehaviours
Showing disrespect to adults Distracting others Disrespecting resources Getting out of seat for unnecessary reasons and wandering around the classroom Disruption in lessons, in corridors between lessons and at break and lunchtimes Shouting out Poor attitude Making silly noises Playfighting Not completing tasks Answering back to staff Refusal to complete work Interrupting others Defiance and not following instructions Swinging on chairs	Repeated breaches of the school behaviour expectations Violence towards others Damaging school property Racist language and behaviours Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation Threatening behaviours Homophobic language and behaviours Intimidating behaviours Consistent refusal to complete work Fighting Language and behaviour against another based on religious prejudice Any form of bullying Discriminatory behaviour

Confiscation, Searching & Screening and Prohibited Items

The Headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline. School will not be liable for any items that are lost following confiscation; all items are brought into school at parent's risk.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying set out in our anti-bullying policy.

This school recognises and endorses OFSTED's review of sexual abuse in schools and colleges (2021). Sexual abuse, sexual harassment and online sexual abuse are not tolerated or accepted in this setting. In addition to our work in RSHE and safeguarding work, we will utilise all of the range of sanctions in this policy to address it. We will treat all allegations of this nature as both behavioural incidents and safeguarding incidents and will act accordingly.

We advocate high standards of conduct amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We will not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of these behaviour expectations will receive sanctions in line with the school's Behaviour Pathways whilst other investigations by police and/or children's social care are ongoing.

6. Roles and responsibilities

6.1 The Local Governing Committee

The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal 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.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Maintaining a safe, calm and purposeful learning environment
- Teaching the behaviour expectations set out in this policy
- Developing high quality relationships through knowing their pupils well
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents as set out in this policy.

6.4 Parents

Working with parents is an important part of supporting children with their behaviour. Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's well-being and behaviour.

Parents are expected to:

- Support their child in adhering to the pupil School Promises

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The role of parents is crucial in helping to maintain good behaviour. We encourage all of our parents to know and reinforce the behaviour policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise that directly with their child's class teacher so that we may continue to work in partnership with them.

7.Systems and Norms for Behaviour Management

Within our systems and norms we have 4 critical documents. These include our:

1. School Promises
2. Behaviour Expectations
3. Behaviour Pathways (Rewards Pathway and Consequences and Sanctions Pathway)
4. Behaviour Protocols

These cover clear structures around rules, routines and consequence systems

7.1 School Promises

Our School Promises reflect the guiding principles of Sylvester Primary Academy. They convey the school's expectations and understanding for children, staff, and visitors. It is highly visible throughout the school, constantly referred to and explicitly taught:

1. Be Ready – we are ready to learn, we listen carefully, we have what we need, we follow instructions and we give our best effort.
2. Be Respectful – we treat everyone with kindness with our words and actions, we respect differences, we look after our school and property and treat others how we would like to be treated.
3. Be Safe – we make safe choices, we use equipment appropriately, we follow rules, we tell an adult if we need help, we use kind words, we don't hurt each other.

We recognise children daily who are following our school promises and celebrate them in assembly.

We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and School Promises and Behaviour Protocols being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the School Promises and support their children in following them. We share our high expectations around routines, attendance, time keeping, uniform, homework etc. and work together to achieve the best possible outcomes for children.

7.2 School Values

We also use our School Values to enhance the behaviour system within the school. These values are:

Respect
Kindness
Aspiration
Resilience
Tolerance
Community

We focus on a value explicitly each half-term to promote within all that we do both in school and within the community.

We proactively work with other agencies as soon as we become aware of any issues, and we support families together is a range of ways.

7.3 Behaviour Expectations

Behaviour expectations (Appendix A) covers what we expect the children to do.

We also explicitly teach specific routines to explain what should happen when at different points throughout the school week and these can be found in our various Protocols in the Appendix.

7.4 Behaviour Pathways: Rewards and Sanctions

Our Behaviour Pathways outline the rewards which our children will receive and the most likely situation they will be awarded for, as well as an overview of the sanctions that will be issued within certain scenarios. We have adopted a graduated response with increasing gains with rewards and severity for sanctions. See Appendix B and C.

Rewards are used to support class and team work as well as providing ideal means of rewarding notably good learning behaviours. Within the school's positive learning environment, children should expect to receive regular praise from all adults. Class teachers are encouraged to explore, explain and share the School Promises and school values and seek opportunities for children to succeed on a daily basis.

We believe that praise and positive reinforcement are more effective than sanctions. Outstanding behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded.

In judging whether the child's behaviour is to be categorised as a misbehaviour and serious misbehaviour staff need to consider whether the child, despite a warning, has modified their behaviour alongside:

- Consistency of the child in continuing with the inappropriate behaviour within the lesson
- Frequency with which the child repeats the behaviour
- Intent
- Refusal to modify behaviour (despite being given a warning and support)

For misbehaviour teachers would need to judge appropriately the reflection time appropriate to the behaviour, the child's ability to reflect upon their behaviour and repair their relationship with those involved. It may be necessary to undertake restorative conversations at a later opportunity when the child/ren are fully deescalated.

- Serious misbehaviour **always** requires the involvement of the SLT.
- Prohibit of attendance at after school clubs and residential visits (optional extras)
- Withdrawal from representing the school for example sports teams

7.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

7.6 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will draw upon guidance in KCSIE.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8.Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display within the classroom:
    - The School Promises which identifies children who are demonstrating our values

- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh

- Using positive reinforcement
- Strategic seating arrangements for children when working on the carpet or at a table
- Use of a self-regulation station or time out area for children to calm down

- Discuss individuals learners needs with other colleagues when their behaviour is challenging

When dealing with misbehaviour we encourage and allow pupils thinking time to make the right choices and understand that we are moving towards resolving the situation by encouraging all children to take responsibility for their behaviour and to make positive choices.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Guidance on the use of reasonable force can be found here . Use of reasonable force in schools - GOV.UK (www.gov.uk)

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. **Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.**

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Sylvester Local Governing Committee every year. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Exclusions policy
- Equality Policy
- Anti – bullying policy
- Complaints policy

13. Detentions

In line with government guidance, we reserve the right to issue detentions to pupils who do not comply with our rules and we expect parents to support us in the application of this policy.

A detention is a commonly used sanction and is often used as a deterrent for negative behaviour as part of our Behaviour Pathway. All detentions will occur within the school day during either break or lunchtime, most likely on the same day depending on the time of the incident. We do not require parental consent to issue a detention.

The member of staff who has issued the consequence will supervise the child for the detention. During this time, the child will complete the work from the session in which the incident occurred and a restorative conversation will take place. This conversation will help to ensure the incident does not occur again. The child will not miss their entire break or lunchtime, staff will ensure they have had sufficient time to eat their snack/lunch and to use the toilet before their time commences.

14. Suspensions/Exclusions

As a tolerant, supportive learning community suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England'.

The reasons below are examples of the type of circumstances that may warrant a suspension or permanent exclusion:

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug or alcohol related
- Use, or threat of use, of an offensive weapon or prohibited item
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil
- Physical assault on an adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behaviour an adult
- Verbal abuse or threatening behaviour to a pupil
- Wilful and repeated transgression of protective measures in place to protect public health

There are 2 types of exclusion:

- **Fixed Term** Suspension. These can be for part of a school day (including lunchtime suspensions) or for whole school days. Schools can issue up to 45 days of fixed term suspensions in a year but must provide education from day 6 of a fixed term suspension *(it is advised from the first day of absence).* Fixed term suspensions do not have to be for a continuous period.
- **Permanent Exclusion**. In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

15. Equal Opportunities

Equality does not involve all children being rewarded for the same things. They are rewarded for things that are significant for them. Some children need rewards for minor improvements as every child needs to feel valued and their efforts appreciated. We understand that consistently 'well behaved' and well-mannered children are getting rewards all the time: enjoying their learning, succeeding, enjoying successful relationships with adults and children. For this reason it is fair that children are not all rewarded for the same thing, this is how we keep behaviour and discipline fair for all and enable all to succeed.

Not all children arrive in school with the same behaviours. Children with some conditions may not be able to help some of the behaviour (such as moving about or fidgeting), this is not regarded as poor behaviour but children may be offered brain gym, a stress ball or other way of fidgeting which doesn't disturb other people.

Some children may need:

- teaching that is additional to and different from their peers:
- Sessions to promote children's ability to manage their impulses supported by the SENDCO and pastoral team.
- Access to a safe place where children can go when they are going to disrupt the class by remaining. All classes have a calm area for children to access if needed.
- Children with specific behavioural difficulties or SEND may need alternative activities to situations which will cause them distress.

Appendix A

School Promises



Appendix B Pupil Expectations

Uniform

Navy blue jumper/cardigan with logo

School tie

White shirt or blouse

Grey trousers, skirt or pinafore

Grey or white socks

Black shoes (no trainers)

PE kit PE top or navy t shirt, navy or black shorts, navy or black unbranded jogging bottoms, no branded sportswear

British Values

- Rule of the Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs
- Democracy

Our Values

Aspiration

We have hopes, ambitions and goals and we work towards them

Respect
We listen to each other, use kind words and treat everyone fairly.

Kindness
We help others, show we care and make people feel welcome.

Resilience – We keep trying, even when things are difficult, and learn from our mistakes.

Tolerance – We celebrate our differences and value everyone's ideas, beliefs and backgrounds.

Community – We work together as one team to make our school a happy and safe place for everyone.

Behaviour Protocols

- Wonderful Walking
- Classroom Stars
- Lunchtime Legends

Uniform

- No jewellery other than one small stud per ear and these must be removed or covered for PE
- No nail varnish or transfers
- Long hair to be tied back
- No over-sized hair accessories
- Black school shoes
- School uniform to be worn at all times and correct PE kit to

School Promises

- Be Ready
- Be Respectful
- Be Safe

Appendix C – Behaviour Pathways - Sanctions and Consequences

Behaviour Demonstrated	Appropriate Action	By Whom	Parental Support
School Promises being followed, no behaviour concerns	Regular verbal praise, praise points awarded, and feedback to home.	All staff.	Praise and reward.
Stage 1			
Behaviour that includes: • **Shouting out** • **Chatting** • **Wasting learning time** • **Getting out of chair** • **Inappropriate use of equipment** • **Distracting behaviours**	Possible Actions at this stage in order: ○ **Reminder** of the School Promise specific rule ○ **Verbal warning** – referral to visual on the wall and Stop and Think card shown with strategies to support ○ **Positive reframing** ○ **Praise given** when behaviour modified and referral back to School Promises	• Class teacher • Teaching Assistant	
Stage 2			
Behaviour that includes: • **Continuation of Stage 1 behaviours:** - **High frequency of occurrences in one or more lessons throughout the day** • **Being disrespectful** • **Name calling peer on peer** • **Use of inappropriate language**	Possible Actions at this stage in order: ○ **Time-out in own class** - age appropriate time at class "time out thinking spot" or table whilst continuing to engage with lesson (KS1: 5 minutes, KS2: 10 minutes) ○ Continuation of Stage 1 and 2 behaviour at time out table results of **loss of play/lunch** at age appropriate time or removal from class to a senior leader's class ○ **Restorative conversation** with class teacher ○ **Positive reframing** used ○ **Parents notified** at the end of the day through email using school proforma at end of the day ○ **Incident recorded** on CPOMS as a Stage 2 behaviour	• Class teacher • Teaching Assistant	○ Parent notified via message

Stage 3			
• **Continuation of Stage 1 and Stage 2 behaviours** • **Frequent occurrences over 3 week period** • **Non-compliance with consequence** • **Refusal to complete learning tasks**	○ **Warning card** given, make the right choice sheet, get behaviour back on track – 5 mins clock ○ **Restorative form** completed ○ Refusal: Child reminded of appropriate choices and put on the clock. ○ **Restorative conversation** with class teacher ○ Incident recorded on CPOMS as Stage 3 behaviour ○ **Formal meeting agreed with parents** to discuss	• Class teacher	○ Attend meeting with class teacher as agreed
Stage 4			
• **Continuation of Stage 3 behaviours** - **Frequent occurrences over 3 week period** • **Three restorative forms completed in one half term** **OR** • **Fighting** • **Harmful deliberate contact or physical violence to another pupil** • **Being deliberately verbally abusive to peers and staff**	○ Parents to attend meeting with Assistant Head or SENDCO ○ **Reflection form** completed ○ **Restorative conversation** with class teacher ○ Removal from class for a fixed period ○ Possible Senco involvement ○ Possible implementation of Individual Behaviour Plan ○ Pastoral support ○ Possible outside agencies to support eg. Locality Team via Early Help, Social Care, Educational Pyschologists, Positive Behaviour Team, Mental Health Support Services etc	• Class teacher • Senior leaders Assistant Head or SENDCO	○ Attend meeting with class teacher with Senior Leader, Assistant Principal or SENDCO or Principal ○ Attend meeting with external agency as required
Stage 5			
• **Continuation of Stage 4 behaviours** **OR** • **Persistent disruptive behaviour** • **Serious one off incident** - **Weapon(s)** - **Deliberate assault of adult or pupil** - **Significant damage to property** - **verbal abuse or threatening behaviour against a pupil an adult**	○ Possible fixed term suspension or permanent exclusion ○ LA notified and involved	• Class teacher • Headteacher • Local Authority	○ Attend meetings with Principal and external agency as required

- **use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy** - **bullying** - **racist abuse** - **abuse against sexual orientation or gender reassignment** - **abuse relating to disability**			

Appendix D – Behaviour Pathways Rewards

School Promises	School Values	School Protocols	Behaviour to Reward	Commendation Awards	Commendation Awards
Be Safe Be Respectful Be Kind Lanyard for the day and leader of the line and recognition in assembly	Community an Respect Perseverance Kindness Inclusion Aspiration	Movement around the School - Wonderful Walking Lunchtime Time Routines - lunchtime Legends Classroom Stars	Following the School Promises Demonstrating school values Following School Protocols Tidying away resources Polite behaviour Contributing in class Completing homework Truthful answers Helping others who are struggling Taking responsibility for your actions Excellent attitudes to learning - sitting up, listening well and working quietly	**School Promises** Daily Promises awarded at the end of the day for the following day. Recognised in Assembly **Star of the Week** Weekly Certificate and Recognition in Assembly. Back of line job for the following week **Headteachers Award** Half-termly Certificate recognised in assembly with parents Lunchtime Legends**r** 1 child per class per week certificates in assembly **Attendance and Punctuality** **Weekly Attendance Trophy** Class with the best weekly attendance- **Bronze** - 100% attendance or significantly improved for one term **Silver** - 100% attendance or significantly improved for two terms **Gold** - 100% attendance or significantly improved for three terms	. **Dojo Winner of the Week** Certificate in Assembly **Dojo Winner of the Half-Term** Special Prize **House Points Half-termly Winners:** House Points Own clothes day **Lunchtime Legends** Half-termly special dinner with Headteacher **Lining up Champions Trophy** Weekly lining up award chosen by accumulation of stars chosen by Head Boy and Girl **Mid-day assistants award** lunchtime stickers that children can convert into Dojos

Protocol 1 – Movement Around School

Wonderful Walking

- Children should line up quietly, facing the correct direction.
- Class teacher to create a line order for children to follow.
- School Promise child of the day leads the line. One child per week has the job of back of the line. Star of the week on Friday is back of the line on Monday. Child at the back of the line helps to keep the line straight during lining up.
- A member of staff will lead the children at the front of the line ensuring that the pace of walking keeps the line together.
- Children will walk slowly and quietly, one behind the other.
- Children and staff should remain **on the left** when moving around the building.
- If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate.
- If children are transitioning around the school alone (e.g. to go to the toilet or hang up coats) they should walk sensibly and silently.
- When transitioning around the school to go to an assembly, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.

Protocol 2 – Classroom Routine - Classroom Stars

At the start of the day, children should:

- Enter the building quietly and make their way to their designated class and cloakroom and locker. Teaching assistants need to be outside classrooms
- If a cloakroom has been assigned, then their coat and bag must be hung up on the child's peg.
- Reading books will put in the designated place.
- Homework will be put in the designated place on the day that it is due in.
- Children will then sit at their designated seat and begin starter activity.
- During a class discussion, children to actively be involved by putting their hands up to offer ideas.
- When a given task has been completed, child to notify class teacher and await further instruction.
- Children do not leave their seat without consent from a member of staff.
- Children to work quietly, raising their hand for attention.
- Children do not swing on their seats.

At the end of the day

- Ensure their space is tidy and all items are in their correct places. Areas outside the classrooms need to be tidied. Toilets need to tidied – paper towels picked up, coats, bags picked up from the floor.
- In tables or small groups, children to retrieve their belongings from cloakroom cupboard whilst being **supervised by an adult in silence.**
- Children return to the classroom to put on their coats and put any items in their bag, including water bottles whilst another group is sent to retrieve their belongings.
- When ready, the children will either:
- If in KS1, children will remain seated and wait for the class teacher to call them forward to go out to their grown-up.

- If in KS2, children will line up with their belongings and will be escorted to their designated exit by classroom staff.
- If a child is being collected, a member of staff will ensure that the child goes to their grown-up.
- If a child is walking independently (previously agreed) the child must exit the school grounds in a calm manner and make their way home.

Protocol 3 - Lunchtime Routine Lunchtime Legends

To line up for dinner:

- Whistle is blown, children to line up in **line order** in designated space. Adult to walk the children in when calm.
- Children to come in in coats and take off coats to eat.
- Children in KS1 wait until the class is finished then line up quietly inside and are taken to the yard.
- KS2 filter out with adult supervision

Lining Up Champions

At Playtime and Lunchtime the Head Boy/Girl choose the best line and give the leader of the line (who should be wearing the lanyard) a star and this is then placed on the star chart on the back of the classroom door. Weekly, Head Boy/Girl count stars and announce trophy winner in assembly.

Lunchtime Legends award – Mid-Day Assistants will choose a child from Reception/KS1 and a KS2 once a week on a Thursday. This child will be a lunchtime legend who will receive a certificate in our Friday assembly. At the end of each half-term, all the Lunchtime Legends will sit on a special table to have a special dinner with the Headteacher. Lunchtime Legends are children who demonstrate our behaviour expectations consistently throughout the week.

Mid-Day Assistants will also award a lunchtime sticker to children throughout lunchtime who demonstrate that they meet our behaviour expectations. Back in the classroom the stickers are converted into Dojos.

Toolkit Template A - KS1 Restorative Sheet

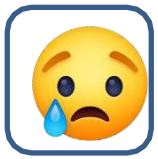
My Feelings

What happened and what was your behaviour?

How did you feel?



Angry



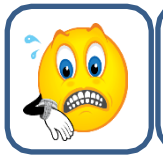
Upset



Worried



Nervous



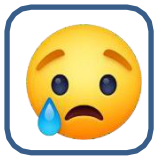
Stressed

Other

What helped you to calm down?

How do you feel now?





Angry



Upset



Worried



Nervous



Stressed

Other

Toolkit Template B – KS2 Restorative Sheet

Date: *What happened?*	
What did I do? *How did I feel?*	
How did my behaviour impact others in the class?	

What could I have done differently?	
What have I learnt?	

Stop and Think Strategies

	What to do	How to do it	
1. Stop 	Regulate: Calm your body and mind	• Sit quietly and breathe • Go to a quiet area in the class. Have a drink. • Rest your head on your arm.	
2. Think 	Reflect: Think about what happened	• How can you turn this behaviour around? • Use **Calm Me Cards** • Think about how your behaviour impacts on others.	
3. Act 	Find a Solution	• Apologise. • Complete work. • Tidy up. • Start afresh.	

Date:_ _____

Dear _____

In line with our Behaviour Policy, I am informing you that your child _____ has misbehaved in the following ways in school today:

Repeatedly:

☐ Shouting Out ☐ Chatting/Distracting Others

☐ Wasting learning time ☐ Getting out of chair

☐ Inappropriate use of equipment

And/Or:

☐ Being disrespectful ☐ Name calling peer on peer

☐ Use of inappropriate language

We take such incidents seriously and would like to work with you to ensure that your child _____understands the impact of their actions and the importance of following school rules.

It this behaviour continues, we will invite you into school for a meeting with the class teacher to discuss how we can work together to improve your child _____behaviour. Thank you for your co-operation.

Class teacher:_____