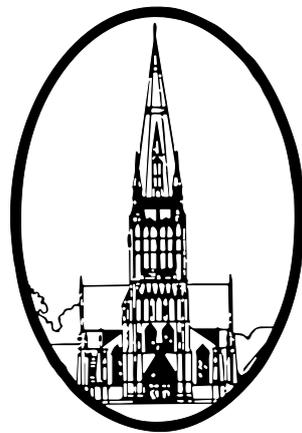


St. Mary's C. of E. Primary School

*"St Mary's.... feeding the mind, body and spirit so we
can be the best we can be."*



Behaviour and Discipline Policy

Revised: September 2021

Review date: September 2022

Mission Statement and Values

'Feeding the mind, body and spirit so we can be the best we can be.'

We foster everyone's potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging. We are here to serve our community and we welcome children from all faiths and none. Sit around the table at St Mary's and you will discover a warm welcome and a great community!

The Spiritual Values to which we aspire are:

Kindness: in treating others as we would want to be treated ourselves.

Truth: in the choices we make and in our dealings with family, friends, school and community.

Courage: to stand up for what is right, overcome our fears and aspire to make a positive change.

Hope: about the future and know that tomorrow can be even better.

Love: for ourselves and others, knowing that God loves us.

Stay on Green

A Whole School Behaviour Approach

It is essential that St Mary's has a whole school approach to promote and teach the skills and knowledge required, to ensure children leave St Mary's equipped, to become effective members of the community both locally and beyond. Our mission and spiritual values are at the heart of this and recognise each child as an individual as we support them in being the best that they can be, developing their mind, body and spirit. An environment in which pupils, parents and staff work together enables a sense of belonging and continued self-growth.

This behaviour approach should contribute to and enable the following:

- The delivery of high quality teaching and learning.*
- A community where everyone aspires to our spiritual values*

- All children grow, academically, emotionally, socially and spiritually
- A sense of belonging
- A community that is reflective, forgiving and restorative

This behaviour approach is focused on pupil's behaviour. Adults' behaviour will be covered in the Code of Conduct, Managing Parents and Visitors Behaviour and Staff Grievances and Discipline Procedures.

In addition to the above the Stay on Green approach specifically offers the following:

- A consistent approach that can be used by all staff across the whole school day.
- A system that can be effectively integrated within daily teaching and learning at a whole class, group and individual pupil level.
- A focus on achievement, ensuring pupils who regularly respond to expectations are noticed and rewarded.
- An approach that allows all pupils to have the opportunity to make positive choices about their behaviour and influence outcomes.
- The use of least intrusive approaches to manage behaviour and maintain a focus on learning.
- Support to enable pupils to make and sustain changes in behaviour and repair/rebuild mistakes and poor choices.
- The teaching of routines and specific behaviours for learning and the building of successful relationships.

Behaviour and Safety

A whole school approach to behaviour must contribute to an emotionally secure environment that promotes positive behaviour and does not tolerate any form of bullying, threats and violence. Pupils will be provided with an opportunity to be aware of different forms of bullying and effective procedures must be in place to promote and maintain pupil safety. Pupil safety is a priority.

A whole school approach to emotional, social health and wellbeing

Any approach to the teaching and managing of behaviour will form the foundation of the whole school approach to emotional, social health and wellbeing. Below are the eight principles required to promote emotional health and wellbeing in schools as outlined in the 2021 Public Health England report: *Promoting children and young people's emotional health and wellbeing: A whole school and college approach*.

The completed report can be found:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958151/Promoting children and young people s e motional health and wellbeing a whole school and college approach.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958151/Promoting_children_and_young_people_s_e_motional_health_and_wellbeing_a_whole_school_and_college_approach.pdf)

This will include how the eight principles link to the NICE guidance and the Ofsted



framework.

The Stay on Green Approach

The Stay on Green approach is a visual and personalised system that supports individual, group and whole class behaviour management. In order for the approach to work successfully it is recommended that it is implemented as detailed, with no amendments to the system. However, where pupils need additional behaviour support a personalised programme may be agreed with parents and professionals.

Whole class behaviour reward

Expected behaviour is discussed regularly with the class and these specific behaviours are referred to as green behaviours. This will include all behaviours for learning.

The class works towards a whole class daily or weekly total, dependant on age group/cohort. Pupils can collect green dots (individuals)/ tokens/marbles (class) towards the total throughout the day / week by being on green or above. This may take the form of a marble in a jar or a similar visual system. A small reward is provided for the whole class on reaching

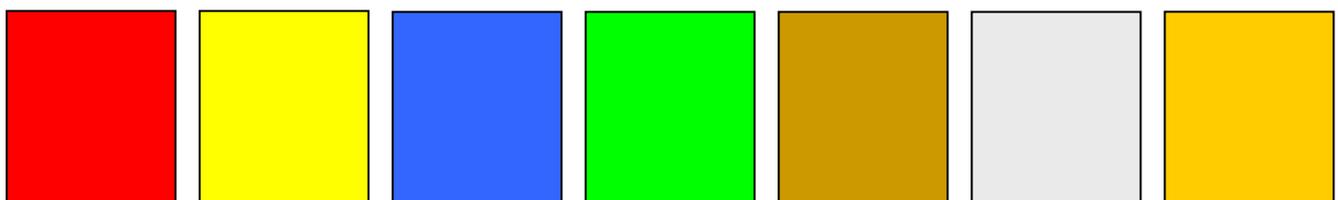
their total e.g. 5 minutes extra playtime on Friday. The total should not be set for more than one week. The class teacher is responsible for setting this system in place to encourage whole class team work.

Green points can also be collected from staff outside the classroom e.g. in assembly or in the playground.

Individual pupils' behaviour

All pupils have a pocket with their name on it.

- Pupils start the day (or session) with a green card and the aim is to stay on green. 'Green' is good.
- If pupils consistently make positive individual choices about their behaviour throughout the week and in all aspects of school life, the appropriate coloured card (bronze, silver, gold) can be inserted into the pocket to recognise this. Pupils can progress through bronze, silver and finally to gold throughout the week.
- If pupils make negative individual choices they insert the appropriate coloured card (blue, yellow, red) indicating either a first or second warning and chance to change behaviour, or time out for reflection (or in more serious situations, seeing a member of SLT).



All pupils start on green each day or half day

← Negative choices

Positive choices →

Rewards

Green

Pupils that remain on green or above are praised by the teacher. Pupils will earn a green point for themselves to go towards a house team weekly total. Staff will notice, name and reward green behaviours throughout the day. Teaching assistants and other additional adults around the school should all be involved in noticing, naming and rewarding green behaviours. The language of 'green' can be used with the pupils and provide specific feedback for pupils as to what behaviour the school would like them to do more of.

Pupils should start on green every day or half day depending on the age and needs of the class.

Bronze, Silver or Gold

Being awarded a **Bronze, Silver or Gold** will be decided by the class teacher at the end of a day and must not be given readily or more than once each week per pupil (gold will only be given on a Friday or end of a school week). Bronze, silver or gold stickers will only be given out further into the week, when staff are confident that a child's behaviour continues to go in a positive direction (stickers rewarded later in the week, at least after Wednesday). The teacher and other adults will want to see how an individual has demonstrated consistently green behaviours at the beginning of the week in all aspects of school life not just in the classroom. They will take into consideration behaviour at break times, at clubs, on trips and visits and with other adults around the school. They may even take into account achievements linked to positive behaviour outside of school e.g. raising money for charity, helping others at Brownies or Scouts.

Once a **Bronze, Silver or Gold** reward has been given, the tangible reward (sticker) linked to each colour cannot be taken away, therefore it is important that these are given out nearer the end of the week and when consistently 'green' behaviour has been demonstrated. If the pupil subsequently makes poor choices about their behaviour, a warning is provided prior to the pupil moving to a lower colour on the hierarchy.

Teachers will look for opportunities to ensure that all pupils are awarded a bronze, silver and gold within the school year.

Rewards linked to each colour:

Green	Verbal acknowledgement Green points/green dot stickers to go to house team total
Bronze	Sticker
Silver	Sticker
Gold	Sticker Headteachers' 'Gold award' record book (Pupils to receive the gold sticker/ reward from the Headteacher or a member of SLT)

Maintaining green behaviour

To support pupils to stay on green staff should redirect pupils back on task without using a consequence or warning. Examples of ways in which staff may do this are:

- Tactical ignoring
- Non-verbal cueing
- Proximity praise
- Rule reminder
- Partial agreement
- Pupil choices

It can be useful to let the pupils know that they are moving towards a blue or yellow warning card etc.

Stages of warnings and subsequent consequences

Blue and yellow warnings

When pupils make a repeated wrong choice about their behaviour or break a classroom rule, a verbal warning and a reminder of desired behaviour should be provided. If the behaviour continues the consequence will be a visual coloured card indicating a formal warning e.g. blue or yellow.

The blue and yellow warnings provide pupils with a visual reminder that they have to think about their current behaviour and take responsibility for making positive behaviour choices to move back towards green. **This is crucial to the success of this behaviour system.** All adults should support

pupils to understand how to change their behaviour. As soon as possible, they should notice and acknowledge pupils efforts to move towards green.

Blue

First Warning

This provided the opportunity for a pupil to start making the right choices so they can move back to the green.

Staff look for opportunities to move pupils back to the green card.

Yellow

Second Warning

This provided the opportunity for a pupil to start making the right choices so they can move back to the green.

Staff look for opportunities to move pupils back to the green card.

- The reason for the warning should be clear, along with what the pupil can do to repair the situation e.g. a small behaviour for learning target to work towards.
- Staff continue least intrusive skills to redirect behaviour
- Teachers continue to support pupils make the right choices.
- Positive behaviour is acknowledged and pupils moved back up the consequence hierarchy as soon as possible.

Red

Repeatedly inappropriate behaviour that cannot be redirected through the above may result in a red card.

Red

Reflection time in the classroom for up to 10 minutes (use a timer). If it is felt appropriate the adult may decide an out of class reflection time is more appropriate. Pupils will move to a reflection area to continue with their work.

On successful completion of the reflection time the pupil moves straight back to the yellow card. Staff may choose to have a restorative conversation at this point.

Further consequences

Repeated 'red' behaviours will require further out-of-class consequences.

Whilst the school will aim for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

Reflection time in partner class

When pupils return from an out-of-class consequence they remain on red. Staff may choose to have a 'restorative conversation' to refocus the pupil on learning and support appropriate behaviour.

The adults will look to move the pupil towards green as soon as possible.

Leadership team involvement.

This is recorded on SIM's.

Pupils will be referred to the senior leadership team if the adult feels the intention, context or severity of the incident requires this.

The SLT member will record the pupil's name and the action taken.

Pupil behaviour will be discussed with the pupil with a view to one of three outcomes:

A. Reflection time with a member of the leadership team using a restorative conversation.

Pupil thinks of strategies to repair situation and reports to SLT at the end of the day.

Pupil returns to class on red with the aim to get back to green.

B. Phone call or letter home

In addition to the outcome outlined in **A**, parents/carers are informed..

C. Parent/carers meeting

This may include setting or reviewing pupil targets or developing a Personalised Support Plan.

House Teams

All children will be allocated a colour house team (red, blue, green or yellow) of which they will remain in during their time at school. When children record 5 green points they will record 1 points on the class total sheet indicating which house team they are in.

At the end of each week, house team totals will be added together from each class and shared in assembly. Headteacher Awards also receive 10 points towards this total during assembly.

The team with the most points accumulated at the end of a term receive a reward. Staff are also allocated to a team and lead the team at school events e.g. Sports Day and House Team rewards. Whole school events such as sports day will also include house teams competing against each other to win.

Other special awards for pupils

Termly

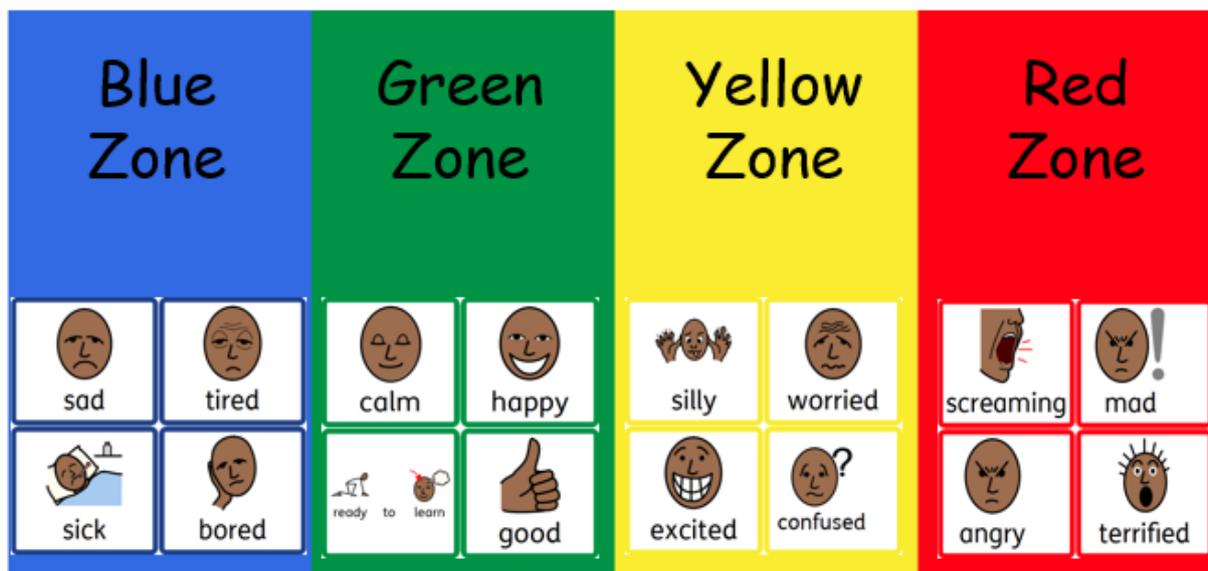
- 100% attendance
- 100% punctuality

Weekly

- Headteachers Awards linked to School values
- Sports person
- Music
- Spanish
- Whole class rewards

Zones of Regulation

Alongside the Stay on Green approach is the whole school strategy of Zones of Regulation.



This enables children to identify the zone they are in and the feelings they may experience as a result of this. It also gives them strategies in which they can self-regulate their emotions.

Zones of Regulation gives children an inner voice which can coach them when dealing with situations they find difficult or challenging. It is supportive and nurturing in its approach and equips children with self-help strategies.

Restorative Approach

In line with our mission and values incidents are managed carefully and consistently to ensure there is resolution, fairness, understanding and forgiveness. A prompt for adults supports children in reflecting on these things.

Restorative Justice Approach
TRUTH - What has happened? Who has been affected (and how)?
COURAGE - What did you do? What else?
HOPE - How are we going to move forward? What do you want to come out of this discussion?

KINDNESS / LOVE - What would you do differently next time? What have you learned?

- Remind everyone that they will all get the chance to speak and therefore need to be good listeners too.
- Be an active listener so children know that you care about resolving the issue. Praise honesty.
- Discuss sanctions or consequences for behaviour at the end, where appropriate. Record significant incidents.
- At the end of the conversation check whether children have anything else to say. Do they think this has been resolved fairly?

Behaviour Approach

1. Tactical ignoring, non-verbal cueing, proximity praise, rule reminder, partial agreement, pupil choices.....

2. First warning - 'First warning. Please lower the volume of your voice as you are too loud.'

3. Second warning - 'This is your second warning. Please lower the volume of your voice. Would sitting somewhere else help you?'

4. Third warning - 'you have not made the right choices after warnings so now you have: Classroom - reflection time (could be in another classroom).
Break or lunch - 10 minutes reflection time on the wall. Serious breaches of behaviour - be sent to SLT

- Use visual reminders
- Be firm and clear giving stage of warnings, the reason and where possible an option to support them
- Stay calm and remain clear with instructions. Don't be perturbed by children's responses and enter into a negative dialogue.
- Give explicit praise for doing the right thing
- After a consequence, follow up with a restorative conversation.
- Refusal of time out will result in time out during all breaks on that or the following day

- The expectation for all children is the same but remember the journey to get them there may be different.
- Significant incidents must be recorded.
- Incidents of racial, homophobic and sexual harassment should be reported to SLT and recorded at the main office.

Whole school tracking

Careful tracking of pupils with repeated negative behaviour will:

- Identify vulnerable pupils for support
- Provide evidence of improvements in behaviour over time
- Provide evidence for further pupil assessment

- Identify support for staff

Individual Behaviour Plans

Tracking of the policy will provide evidence of those pupils whose behaviour requires improvement. Individual targets can be set for these pupils.

If required a Pastoral Support Programme (PSP) may be developed in consultation with pupil, parents, school and possibly the Re-engagement Unit.

Early Years

The system is adapted for Early Years and builds upon good practice in this area.

It is important the focus is on positive feedback and redirection of pupil behaviour.

The language of 'green' can be used with the pupils and provide specific feedback for pupils as to what behaviour the school would like them to do more of.

Stay on Green at Playtime

Links can be made between classroom and playground behaviour.

Rewards

Green

Green dot stickers given to pupils displaying green behaviour.

Gold

Playground staff can contribute to the whole school gold approach by sharing consistent positive role models with class teachers.

Consequences

Yellow

Warning

Card displayed by staff member to provide visual prompt for pupil.

Red

Reflection Time (up to 5 minutes in a designated space)
Card displayed by staff member to provide visual prompt for pupil.

Refusal of consequences in playground will either be carried over to the next day where a whole playtime may be missed or in some cases will be escalated to a member of the SLT. In both cases this warning will be given to the child.

Repeated red behaviour: further consequences in line with existing school system.

Exclusions

If a serious incident/s occurs, pupils may be excluded from the school by a member of the Senior Leadership Team. School will refer to information in the Local Authorities Exclusion Guidance and the DFE Statutory Guidance. The school will always try to seek advice from the Exclusion Officer at the Local Authority in making a decision. Decisions to exclude are not taken lightly and our mission statement will be at the centre of our decision making.

Internal Exclusions

The school will make a judgement to whether a child should have an internal exclusion, where they come to school but are excluded from their class or whether an external exclusion should be made. The length of these could vary and may include exclusions from the playground.

External Exclusions

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded for disciplinary reasons from regular school arrangements should be recorded and dealt with systematically as per guidance. On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet (reintegration meeting) to discuss the behaviour and set expectations or targets for future behaviour and set systems in place for supporting the pupil in meeting those. Children cannot return to school until this meeting has taken place. The school relies on the support of parents during this process to ensure a planned and positive reintegration back into school.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking, along with additional information will be collated to provide the SLT with an overview of pupil progress. This will inform next steps of targeted support for vulnerable pupils. This information will contribute towards:

- Home school books / Reward charts
- Individual Education Plans (IEP) and /or Pastoral Support Plans (PSP)
- Referrals to the Re - Engagement Team / Educational Psychologist or other outside agencies

The school will work closely with the parent/carer, pupils and professionals to identify the reason for these behaviours and to support the child in making necessary changes. This is most effective when everyone recognises the challenges the child is facing and when all involved are working together.

If a pupil is excluded from the school this will be undertaken within the Exclusion Guidance. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

Incident logs / forms

Significant incidents are recorded by staff and passed to the Headteacher. The Head teacher and SLT monitor these. Minor misdemeanours are recorded in bound books in the playgrounds.

The Use of Physical Restraint

In order to maintain the safety of all pupils and staff, it may be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all verbal and non-verbal de-escalation strategies have been exhausted and the safety of the pupil or others is a concern. Any use of physical restraint should be recorded in the bound book at the main office.

Curriculum

We recognise that quality first teaching, an engaging curriculum and positive relationships has a positive impact on pupil behaviour.

Through our mission, values and focus on spirituality and PSHCE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning. We use our PSHCE spiral curriculum to support this and build a positive school ethos.

Bullying, Racial, Peer on Peer Abuse and Sexual Harassment

- Bullying is defined as dominance of one pupil by another or a group of others. It is a deliberate use of power and part of a pattern rather than an isolated incident, it is reoccurring.
- Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the SLT.
- Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community. In the event of a Peer on Peer abuse situation St Mary's there are specific procedures in place – please see the Safeguarding Policy:

Bullying can take many forms and can be in person or online. It continues over a period of time, by a group or individual.

Some forms of bullying may include persistent:

- pushing, shoving, hitting,
- spreading rumours,
- name calling,
- damaging, stealing or hiding property,
- encouraging others who do any of the above
- knowingly accepting others bullying behaviour towards others and not reporting it
- sexually harassing or intimidating another child

It is important that all members of staff recognise the above behaviours as forms of bullying.

Although the following are unpleasant, these things are often a natural part of child development / growing up and do not necessarily mean bullying is taking place.

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Arguments
- Isolated acts of unkind words or aggression

In these situations school would use restorative conversations to enable pupils to understand each other's points of view and enable them to move forward positively.

Racial, Sexual and Homophobic Harassment

Racial Harassment is defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism.

Sexual harassment may be defined as violence which may be verbal or physical, and which includes attacks on property as well on the person suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender ground and / or there is evidence of sexism.

Homophobic harassment may be defined as violence which may be verbal or physical, and which includes attacks on property as well on the person suffered by individuals or groups because of their sexuality or perceived sexuality.

All reports of bullying and harassment must always be taken seriously, investigated and recorded.

- Record accounts of everyone involved
- Write it up in the office incident book
- Office staff to record on SIM's tracking

All incidents of racial, homophobic and sexual harassment should be reported to the head teacher. The head teacher is responsible for reporting incidents to the LEA when appropriate.

Cyber bullying

See Appendix

Monitoring and review

A member of the admin team will update incidents onto SIM's at the end of each half term or as necessary.

Delivery of the policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

This policy will be reviewed on an annual basis.

St Mary's Equalities and Vulnerability Statement

Our school vision and spiritual values promote inclusion and equality and tackle discrimination. We have high expectations for all our pupils irrespective of their age, disability, gender including gender reassignment, race, religion or belief, sex or sexual orientation. This is in line with the Equality Act 2010.

Our school spiritual values of Kindness, Truth, Courage, Hope and Love underpin all that we do. As a school we understand that the community we serve is a diverse one. Our community can be vulnerable for different reasons and these are not always visible. We as a staff team are aware of the different factors that can impact on our community, families and a child's well-being. These could include living with or having any of the following factors:

- Special educational needs (SEND) or an Educational and Healthcare Plan (EHCP)
- Social worker involvement
- Being a looked after child (LAC)
- Family members with chronic or serious illness
- Living in temporary accommodation
- Being a young carer

However, this is not an exhaustive list and we recognise that everyone needs to be treated as an individual and their personal situations taken into account to ensure that all get equal access to education and opportunities.

Appendix 1

Cyber bullying policy

St. Mary's C of E Primary School is a school that embraces the many advantages of modern technology for teaching and learning. However, we are also mindful of the potential for bullying to occur. Central to the school's anti-bullying policy is a zero-tolerance to any form of bullying.

Definition of cyber bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones

- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, including blogs, personal websites, social networking sites
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, such as Facebook, YouTube and Ratemyleteacher

Legal issues

Cyber-bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites.
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Policy

St. Mary's C of E educates its pupils both in the proper use of information technology and about the serious consequences of cyber-bullying and will, through PSHE and in Computing lessons and assemblies, continue to inform and educate its pupils in these areas.

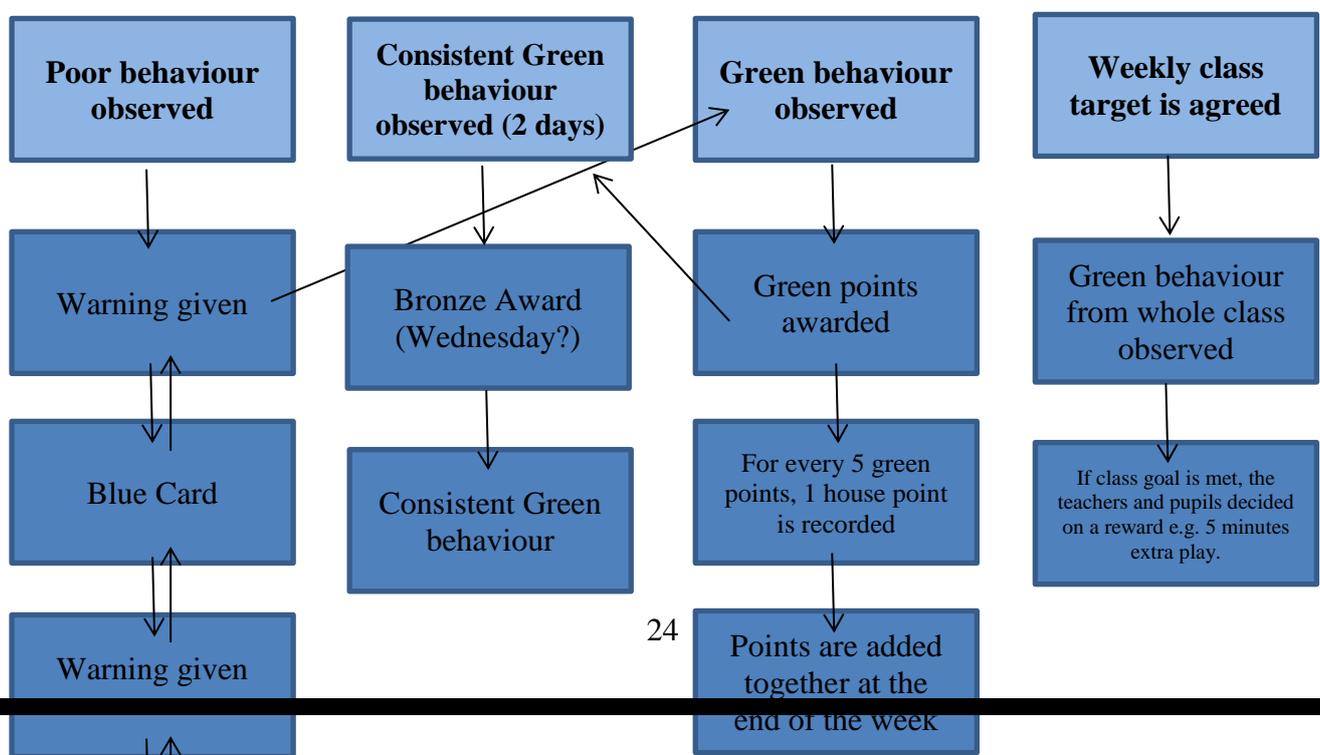
St Mary's trains its staff to respond effectively to reports of cyber-bullying or harassment and has systems in place to respond to it. St Mary's endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the internet without a member of staff present. Where appropriate and responsible, St Mary's audits regularly reviews the security arrangements in place.

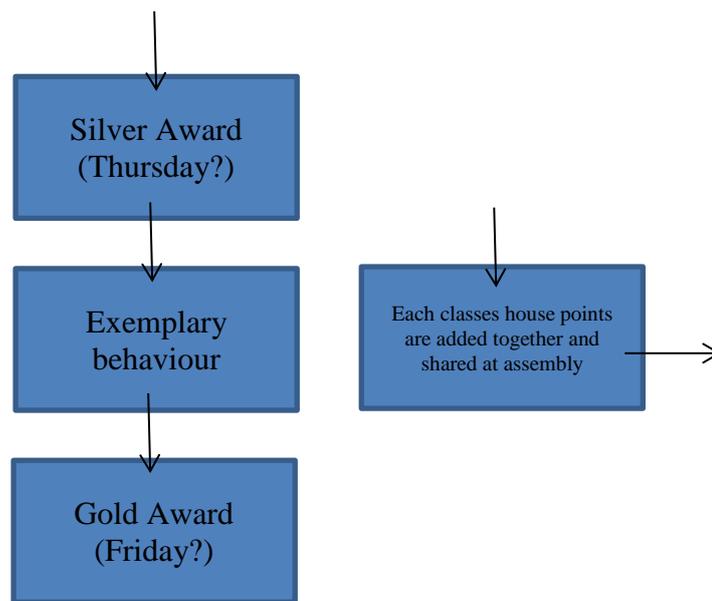
Whilst education and guidance remain at the heart of what we do, St Mary's reserves the right to take action against those who take part in cyber-bullying.

- All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. These acts may also be criminal acts.
- St Mary's supports victims and, where necessary, will work with the Police to detect those involved in criminal acts.
- St Mary's will use, as appropriate, the full range of sanctions to correct, provide consequences or remove pupils who bully fellow pupils or harass staff in this way, both in or out of school.
- St Mary's will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing equipment.
- All members of the School community are aware they have a duty to bring to the attention of the Headteacher any example of cyber-bullying or harassment that they know about or suspect.

Appendix 2

Behaviour policy at a glance





Appendix 3

Strategies to help children 'Stay on Green'

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring
For short period of time.

- Tactical pausing
Pause, emphasises attention and focus.
- Non-verbal cueing
A clear, discussed cue that gives message.
- Name reminder
Integrate name into teacher talk.
- Proximity praise
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction
Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder
Could ask a question 'What is our rule for.....?'
- When.....then.....
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record
I would like you to..... The rule is.....
- Direct questions
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- Directed choices
Within known rules or routines- refer back to rights roles and responsibilities.
- Assertive comment / direction / command

Stay on Green: SMT Red Behaviour Tracking Sheet

Week beginning: _____

Pupil name	Date	Class	Action			Outcome	Teacher informed	SMT member
			A	B	C			

A = Reflection time

B = Phone call letter home

C= Parent/carer/pupil meeting

Restorative Justice Approach

TRUTH - What has happened? Who has been affected (and how)?

COURAGE - What did you do? What else?

HOPE - How are we going to move forward? What do you want to come out of this discussion?

RESPECT - What would you do differently next time? What have you learned?

- Remind everyone that they will all get the chance to speak and therefore need to be good listeners too.
- Be an active listener so children know that you care about resolving the issue.
- Discuss sanctions or consequences for behaviour at the end, where appropriate.
- At the end of the conversation check whether children have anything else to say. Do they think this has been resolved fairly?

Guidance for using SIMs to track incidents

For further information contact Cristina de Pointis: Cristina.Depointis@learningtrust.co.uk

Data is reviewed by SMT half termly. This is recorded on SIMs as follows:

Points (IT purposes only)

SMT (SMT involvement): The relevant code is recorded by SMT on a SMT tracking sheet or classroom tracking sheet. This is recorded on SIMs as set out below:

SMT1: Severe verbal abuse pupil – pupil	3
SMT2: Severe verbal abuse teacher- pupil	3
SMT3: Violence pupil – pupil	3
SMT4: Violence pupil – adult	3
SMT5: Racist incident	3
SMT6: Leaving without permission	3
SMT7: Theft	3
SMT8: Carrying weapon onto school site	3
SMT9: Intentional damage to property	3
SMT10: Other incident requiring SMT involvement	3

NB: *If an incident involves positive handling of a pupil then enter the code – PH along with incident code.*