

Walton on the Hill Primary School

Behaviour Policy



THE PURPOSE OF OUR BEHAVIOUR POLICY

This document provides a framework for the creation of a welcoming, secure and orderly environment in which children can learn and develop as caring, compassionate and responsible community members. Underpinning our policy are the six key principles of nurture, as we continue to foster and embed the nurturing school ethos in to every aspect of our practices. We are committed to maintaining high expectations of good behaviour and to applying those expectations consistently and fairly to enable children to develop their resilience, confidence and independence while promoting and protecting their physical and mental well-being. This policy is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it with clarity and uniformity.

PRINCIPLES

- To recognise every member of the school community as unique and value their contribution and achievement
- Children's learning and behaviours are understood developmentally
- That the school is nurturing at heart and offers a secure and safe environment for all stakeholders
- All community members recognise that meaningful behaviour is communication and that language - the way that we talk and interact - plays a crucial role in developing and influencing that behaviour
- All personal interactions promote visible consistency and kindness
- All members of the school community to be treated with equal respect
- Self-esteem is crucial and wherever possible and appropriate behavioural interactions should be dealt with as discretely and privately as possible
- We respect diversity and foster a culture to create an environment which will never tolerate bullying, peer on peer abuse or discrimination
- All children have the right to learn, develop their abilities and personalities, to be safe and to be happy
- The behavior policy is simple, clear and understood and adhered to by all

AIMS

Our aims are that all pupils will:

- be tolerant and understanding with consideration for the rights, views and property of others
- reflect high expectations of the school in their behavior and conduct in all environments
- demonstrate a positive attitude to learning, be resilient to setbacks and take pride in their learning
- know how to protect their physical and mental well-being and demonstrate a willingness to develop their confidence and independence
- become responsible, respectful, active citizens who contribute positively to society
- develop their understanding of the school's core values and the fundamental British values that underpin the culture of the school
- take pride and a responsible interest in caring for their environment
- **Be Ready, Be Respectful, Be Safe!**

RESPONSIBILITIES

All members of the school community (teaching and non-teaching staff, voluntary helpers, governors, parents and pupils) will work towards our aims by:

- nurturing the self-esteem and well-being of children and adults by respecting their rights, values and beliefs and appreciating and understanding their individual needs

- ensuring that the school environment provides a safe and secure base for all community members
- fostering and promoting positive, respectful relationships and a sense of belonging to the school community
- sharing a common understanding of behavioural expectations and philosophy
- respecting diversity and equal opportunities in all aspects of school life and wider community
- recognising behaviour as communication and working collaboratively to address wider issues negatively impacting on emotional well-being and stability
- rejecting all conduct involving bullying, harassment or discrimination
- working in partnership between school and the home environment to provide the maximum amount of consistency and security
- caring for, and taking pride in, the physical environment
- working as a team to ensure positive behavioural role modelling in and out of school

The Leadership Team (Headteacher, leadership, senior staff and governors) will work towards our aims by:

- taking a lead in the promotion and establishment of a nurturing school ethos
- ensuring all staff are appropriately trained and informed to maintain uniformity and consistency of approach
- role-modelling correct and appropriate personal interactions reflecting the school's culture of nurture, kindness and respect
- ensuring wider community members are aware of the behavioural policy and are encouraged to reflect and promote the school's philosophy at home and in the wider community
- providing clear and concise guidance as to the practical application of this behaviour policy
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that revisions are undertaken as and when needed
- recording and monitoring attendance and punctuality and responding incisively when group or individual targets are not met
- recording and reporting incidents of serious misconduct following the prescribed protocol

All staff will work towards our aims by:

- working collaboratively to establish a shared ethos, acceptable boundaries and setting consistent expectations
- applying practical aspects of this policy regarding expectations, rewards, sanctions and restorative approaches without deviation from the accepted protocols and procedures
- providing and teaching a curriculum which gives adequate opportunity to promote, explain and unpick our ethos through continued discussion and evaluation of its aims – both through PSHE and the wider curriculum
- working collaboratively with senior leadership, SEND team and parents to ensure behavioural interventions are timely, well-considered, reviewed and evaluated
- role-modelling correct and appropriate personal interactions reflecting the school's culture of nurture, kindness and respect
- taking prompt, considered, assertive action to prevent one child inhibiting another's progress or impacting on their physical and/or emotional well-being
- following prescribed protocols when dealing with issues of discrimination, peer on peer abuse and bullying

All pupils will work towards our aims by:

Being Ready

- attending school regularly and willingly
- being punctual and ready to begin lessons on time

- being organised – remembering home learning etc.
- wearing appropriate school uniform and taking pride in one's appearance
- taking responsibility for one's own belongings and school property alike
- developing an increased responsibility for their own learning, conduct and attitudes
- demonstrating a willingness to have a go and a resilience to perceived failure
- showing a positive attitude towards learning and the school community

Being Respectful

- demonstrating a respectful attitude towards all peers and adults
- developing a healthy respect for property, the school and wider environment
- respecting individuality and diversity and understanding and upholding our core value of equality
- respecting fundamental British values and the importance of the rule of law
- reminding oneself of the Walton Ways – *Is it kind? Is it necessary? Is it correct?*

Being Safe

- taking care to avoid unnecessary risks and accidents
- thinking carefully about the potential consequences of an action
- moving safely around the school
- respecting personal space and playing safely
- dealing with frustrations in a calm and appropriate manner
- speaking to an adult first when aggrieved or upset by the actions of another
- avoiding aggressive confrontation and/or language

Parents will work towards our aims by:

- providing support for the behavioural philosophy and policies adopted within the school
- ensuring that children attend school regularly (this involves taking holidays only out of term time), punctually and in good health
- ensuring that children are appropriately equipped, wear appropriate school uniform and come to school clean and tidy
- providing prompt communication before 9.30am to explain all absences
- raising prompt concerns about behaviour while supporting the school to address issues as swiftly and satisfactorily as possible
- respecting and trusting the professionalism of school staff to deal with behavioural issues in a timely and appropriate way
- highlighting concerns to more senior members of staff or governors as appropriate when feeling aggrieved or unhappy with the way an incident has been dealt with
- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to home learning, reading and assisting in learning of tables and spellings
- allowing children to take increasing personal and social responsibility as they progress throughout the school
- accepting responsibility for the conduct of their children and supporting the decisions of the school when rewards or sanctions are deemed appropriate or necessary

STRATEGIES AND PROCEDURES

STRATEGIES AND PROCEDURES FOR ENSURING INVOLVEMENT OF ALL MEMBERS OF THE SCHOOL COMMUNITY INCLUDE:

- a 'children first' protocol in all school briefings, teacher meetings, key stage meetings – in this way children who are raising or causing concern are regularly discussed and a standard and consistent strategy can be applied uniformly by all staff

- information sharing is integral to the school culture and all staff are encouraged to work collaboratively with colleagues, through informal conversations, coaching dialogue or more formal meetings to ensure a supportive, caring and consistent intervention
- timetabled meetings with the SENDCo allow for appropriate and focused intervention either in class or, where appropriate, in a group setting or 1-1
- listening to the views of members of the school community at all levels – parent surveys and questionnaires, parenting forums, governor meetings, pupil parliament meetings, whole school and class assemblies, worry and suggestion boxes – as well as an open-door policy for parents
- SLT presence on the school gate at the start and end of every day fosters strong home-school connections and allows for open channels of communication
- Behaviour and attendance are discussed, reviewed and evaluated at each and every senior leadership meeting
- Appropriate continuing professional development to be accessible to all staff and governors and records of it kept and shared as appropriate

STRATEGIES AND PROCEDURES FOR DEVELOPING GOOD PARTNERSHIP WITH PARENTS INCLUDE:

- open availability of staff at start and the end of the day
- regular parent forum meetings to discuss all elements of child development, behaviour and parenting issues
- termly parent consultation and/or open evenings
- meet the teacher meetings and invitational events to share key messages
- termly reports considering personal and behavioural development as well as academic
- regular celebration assemblies promoting key learning and behavioural values to which all parents are invited
- a steady stream of school news and messaging via our class dojo feed
- other appropriate updates shared via school website and email
- school open days
- Friends Association events
- an induction programme for new pupils and parents
- a parental pledge detailing school, family and pupil responsibilities
- welcoming parents into the classroom, both on a regular basis (to offer assistance with reading etc.) and for occasional demonstrations or discussions
- involving parents in the life of the school e.g. assisting with resources, accompanying educational visits and helping with extra-curricular activities
- a procedure for the monitoring of home learning and parental support with reading etc.

STRATEGIES AND PROCEDURES FOR PROVIDING CHILDREN WITH OPPORTUNITIES TO DISCUSS APPROPRIATE BEHAVIOUR INCLUDE:

- all staff to be approachable, available and to facilitate sufficient opportunity and recourse for pupils to share worries and discuss concerns
- whole school assemblies outlining expected behaviours in school, instilling appropriate values and promoting a culture of kindness
- the setting up of a Pupil Parliament with pupil and staff representatives which meets at least twice a term to discuss behavioural policy in school
- a programme of Personal, Social and Health Education designed to promote mutual respect, self-discipline and social responsibility
- a clear and simple set of expectations with consistent adults who can be depended upon to react and respond fairly, kindly and uniformly
- simple rules which children can articulate, understand and appreciate – Be Ready, Be Respectful, Be Safe

BEHAVIOUR GUIDELINES AND PROTOCOLS

At Walton on the Hill Primary School the children are expected to ***Be Ready, Be Respectful and Be Safe***. They are encouraged to reflect upon their rights and responsibilities and adopt and uphold our core values of Collaboration, Resilience, Equality, Compassion, Creativity and Exploration. When faced with a difficult choice, children are encouraged to reflect before acting – Is it kind? Is it necessary? Is it correct? Is my behaviour respectful and safe? By embedding these simple messages in to the vernacular of the school, the aim is to achieve fairness, understanding and consistency at all levels.

We recognise the importance of language when addressing behavior and use behavioural scripts to promote and ensure consistency across all staff. Adults are encouraged to be compassionate and understanding and when dealing with a challenging situation refer back to the core principles of behaviour management in our setting:

- Absolute visible consistency from all including consistency of language, approach and ethos
- Simplicity and clarity – Be Ready – Be Respectful – Be Safe
- Clear, shared expectations – expectations are dynamic and will change given the situation, task or environment. Be sure to share these and check that learners appreciate what is expected
- Positive behaviour first! We always lead with the positive affirmation of desired behaviours
- Stay calm (deliberate calm) – do not let your own emotions cloud your reaction
- Deal with behaviour in private (wherever possible)
- All behaviour is communication – name the behaviour rather than labelling the child
- Use assertive language – be firm and fair
- Refer back to scripted conversations (see ***Stepped Sanctions***)
- Allow the child time to regulate their emotions before dealing with the behaviour

REWARDS

At our school we are looking to use rewards to influence behavioural change or to reward behaviour over and above the norm. The rewards given are hard earned and further promote our high expectations of behaviour.

We use whole school assemblies to celebrate behaviour, evidencing our core values and award weekly certificates where appropriate. Those who have shown particular evidence of the desired behaviours and values may also be rewarded with hot chocolate or ice cream with the Headteacher. On a termly basis, learning and behavioural values are assessed and particularly high achievers are rewarded further with Headteacher commendations.

On a day-to-day level, children are awarded **Dojo** points and, in more extreme cases, house points. Dojo points are to be awarded for positive behaviour reflecting:

- ▶ Class behavioural targets
- ▶ Playground behavioural targets
- ▶ Whole-school behavioural targets
- ▶ Behaviour over and above the norm

These points can contribute to a class target (e.g. 50/100 dojo points) which will result in a whole-class reward e.g. hot chocolate for all or a movie afternoon as and when appropriate. Every 10 individual points will result in a house point which are counted half termly with an associated house treat.

Personal messages highlighting positive behavior can also be sent to parents and pupils via dojo using the direct message or portfolio tool. Where whole class targets have been achieved, this information will be shared with all parents on the class story.

STEPPED SANCTIONS

Clear boundaries are a vital part of a consistent approach to behaviour and, as such, at times it may be appropriate to impose a sanction to re-iterate the importance of that boundary and deter children from making a negative choice. We are mindful that sanctions need to be applied as soon after the event as is practically possible - to enhance the immediacy of impact and limit any long-term impact on mood or self-esteem. Whenever we impose a sanction, we follow a stepped approach (*Reminder, Warning, Consequence*).

Disruptive Classroom Behaviour (*Reminder, Warning, Consequence*):

If positive encouragement and group correction do not work, staff will use the *Reminder, Warning, Consequence* system (explained below). A poster displaying this stepped approach is displayed in each classroom and around school (see Appendix 1). Given below are sample scripts giving the sort of language and guidance that teaching staff at Walton on the Hill have been trained to adopt. Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on). You would, of course, need to amend the name and detail to suit each occasion. In EYFS, while the same system of scripts is followed, the language may be simplified so that it is age appropriate, e.g. *'Fred, eyes on me/looking eyes.'*

Script one – Reminder of the expected behaviour. e.g.: *"Fred, this is a reminder that at Walton we face the front and listen. Thank you."*

- Use a firm but calm voice. This helps to show that you are serious but in a nonconfrontational way that might otherwise lead to a defensive response.
- Emphasise that as a pupil at Walton we do not exhibit these behaviours – this promotes a sense of belonging to the school.
- Be assertive and avoid starting or ending with 'please,' end with 'thank you' instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.
- Don't ask 'why?' they are doing what they're doing; it's confrontational and you don't need to know why. They just need to know that you've noticed it.
- If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a thumbs-up).
- After hearing the reminder, many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.
- Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them and allow sufficient space and take-up time.
- When they are demonstrating a positive change make sure to acknowledge that with praise: *"Thank you, Fred, for... (e.g. walking/putting your pencil down/listening nicely...)"*

If the child's behaviour doesn't change after a reasonable take-up time, move on to the warning stage in Script 2.

Script Two – Warning, e.g.: *"Fred, I've reminded you to face the front and listen. This is now a warning that if you continue to talk, then you will miss 5 minutes of your play."*

- Remain calm, without any sense of agitation, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.
- You may need to ignore minor secondary behaviour – stomping about, muttering, or answering back – the most important thing is that they have made the right choice about their initial undesirable behaviour.
- Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.
- If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside: *“Well done/Thank you Fred, you made the right choice.”*

Should you not see a positive change in behaviour, move on to Script 3.

Script Three – The child will be informed that they are missing 5 minutes as a consequence. *“Fred, you have chosen not to follow our rules and will now miss 5 minutes of your break.”*

- Should the child choose not to do as you have asked, then you must follow through with the consequence. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.
- Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence.
- When a child has completed their 5 minutes of missed break, they will reflect with their teacher on their behaviour and say *“Sorry, Mr/Miss/Ms/Mrs X.”*

Script Four: Removal to another classroom (reinforce and depersonalise): *“Fred, at Walton we respect and listen so that everyone can learn, you need to go to Mr/Miss/Ms/Mrs X's classroom now and be ready to listen when you get back.”*

- If the behaviour continues, the child will be sent to work in another class for the rest of the lesson (a guide for a Reception child is 15 minutes). Ideally, they will be sent to the Key Stage Lead but this may not always be possible. The child will take their learning with them. At this point, parents will need to be informed at the end of the school day.
- The member of staff who has been sent the child will not speak to them about the behaviour and will keep any communication to a minimum, simply directing to where they should sit.
- If the child refuses to leave the classroom, an adult will seek a member of the senior leadership team who will then assist.
- Repeatedly referring to whole-school expectations (i.e. school values) can be very helpful in reminding children of an objective set of rules and values which never change. This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.

Teachers will use the behaviour tracking sheet (see Appendix 2) to record where children have had a consequence of missing five minutes break and also to show where removal from the classroom has been necessary. Codes are used to describe the behaviour which resulted in a 5-minute consequence and a more detailed explanation is given where removal from the classroom has been necessary. When a teacher gives a consequence to a child not in their class, they will record this on their own sheet with the child's class in brackets. The recording sheet is an effective way for class teachers and SLT to monitor pupil patterns and to help inform further action.

The 'Reminder, Warning, Consequence' system is cumulative, but it should begin again for each new incident. Warnings should not be held over children for longer than one teaching session, apart from where the consequence is given in the last session of the day and therefore the five minutes of break time must be carried over to the next break time. During a session where a child has two different teachers before a break time, e.g. Phonics then Maths, it would be possible for the child to accrue two lots of 'Reminder, Warning, Consequence' and therefore need to make up ten minutes in their next break time.

Managing break and lunchtime behaviour using the Green, Yellow and Red card system

Positive Reinforcement and Awards:

As well as socialising with their peers, lunch breaks allow time for children to build familiarity with adults in school. We very much value the relationships children form with our Midday Assistants and the Teaching Assistants who supervise the playground during lunchtimes. Positive reinforcement and praise are integral in this. For this reason, Midday Assistants and Teaching Assistants can reward children with a Green Card to recognise where a child has displayed our school values or 'prosocial' behaviours.

Inappropriate Choices:

In order for lunchtimes to run safely and happily for all concerned, we aim for any instances of inappropriate behaviour choices to be dealt with swiftly and effectively. Our Red Card System empowers the Midday Assistants and Teaching Assistants to provide an appropriate consequence in line with the misdemeanour and ensure children have time to reflect on their actions. Furthermore, this behaviour system allows for the involvement of senior leaders when this is necessary.

Wherever they are at lunchtime, children are expected to be ready, respectful and safe and adhere to the school's values – collaboration, resilience, respect, compassion, creativity and curiosity. If a child is not adhering to this, then the 'Reminder, Warning, Consequence' system will be used in the same way as the classroom. However, at the point of a consequence (Script 3), they will be given a 5-minute consequence on a bench in the playground. A Yellow Card will be filled in at this stage and given to the office at the end of lunch. This 5-minute time out is given to children in order to calm down, provide time and space between children and for reflection.

Examples of behaviour choices and actions that may result in a child receiving a Yellow Card:

- Deliberately disrupting other children's play
- Showing disrespect towards a Midday Assistant or Teaching Assistant – this includes verbal (e.g. answering back) and non-verbal behaviours (e.g. rolling of eyes)
- Non-compliance
- Throwing food on the floor and/or behaving inappropriately with food

- Shouting and messing while eating, including being out of your seat
- Pushing in the line
- Entering the school building without permission
- Being silly and/or loitering in the toilets
- Unkind behaviour
- Being silly with equipment or items

If the behaviour displayed is of a more serious nature, a Midday Assistant or Teaching Assistant can issue a Red Card.

Examples of behaviour choices and actions that will result in the immediate issuing of a Red Card include:

- Physical assault
- Threatening/aggressive behaviour
- Derogatory/prejudice-based language
- Defiance
- Swearing
- Wilful damage/destruction of property
- Stealing
- Using equipment or items dangerously or to cause harm

In the event of a child's behaviour continuing after a Yellow Card (consequence) in the playground, the child will be issued a Red Card and asked to miss 15 minutes of their lunchtime by spending time in the blue zone chair area or in the Head, Deputy or Assistant Heads' office.

- If the adult is thinking of issuing a Red Card due to a serious incident rather than an escalation through the 'Reminder, Warning, Consequence' system, the member of staff will ask the child to move away from the situation into an area of the playground or building which is quieter. The staff member will use neutral body language to avoid further aggravating the situation e.g., moving down to the level of the child and adopting open body language. Regardless of the child's actions, the member of staff will remain calm and use a talking voice to speak to the child. Shouting is never acceptable. The member of staff will listen to the child and will not jump to conclusions.
- If the child is unable to respond to the adult, the adult will give the child a 5-minute cool down until they are ready to articulate what happened. If a staff member needs to communicate with another member of staff to explain a situation, then they will do this in private without the child being able to hear them. As above, the adult will not use emotive language to describe what happened but facts.
- If after the conversation the situation is found to be serious, the lunchtime staff will issue a Red Card and involve SLT in resolving the situation. The child will be asked to miss 15 minutes of their lunchtime by spending time in the blue zone chair area or in the Head, Deputy or Assistant Heads' office. Any significant behaviour will be reported to the class teacher by SLT at the end of the lunchtime and logged on CPOMS by the member of staff who dealt with the incident. In the event of a Red Card being issued, the investigating senior leader will contact parents as appropriate.

Consequences from Yellow or Red Cards at break or lunchtime may span across more than one lunch break, dependent on the time that the card was issued. If an incident occurs right at the end of playtime,

then the whole 'detention' will be undertaken the following day. In all other respects, we treat a new day with a 'fresh start'. Children will spend this time inside, with provision made for them to eat their lunch and have a comfort break.

This time is given to children in order to:

- maintain the safety of all pupils and to restore calm following a high level of disruption.
- enable the child in question to regain calm in a safe space and be heard.
- receive a consequence for their inappropriate choice(s) of behaviour and consider how to move forward.

The Midday Assistants and Teaching Assistants will make decisions about the issuing of Yellow and Red Cards in a fair and consistent manner and with the children's best interests at heart. Therefore, as with all adults in school, children must treat our Midday Supervisors and Teaching Assistants with respect.

At the end of each lunchtime, Yellow and Red Cards are delivered to the office. A record will be kept of this information to allow us to track trends in behaviour at different times of the day and to provide support for children who are finding it hard to follow the rules of our playground.

Serious Behavioural Incidents

For more severe behavioural incidents a different approach is required and senior leadership and parental involvement is likely to be appropriate. These incidents will be recorded on CPOMS with consequences and actions highlighted. Some examples of behaviour that would warrant a more serious responses are included below but, if in doubt, staff should consult with senior leadership:

- ▶ Aggressive/threatening behaviour or fighting
- ▶ Racist/Homophobic or other discriminatory remarks
- ▶ Offensive language
- ▶ Deliberate damage to property
- ▶ Ongoing issues to monitor specific behaviour of highlighted children – e.g. Bullying
- ▶ Disrespect or defiance to adult requests after appropriate reminders and cautions
- ▶ Inappropriate touching or sexual behaviours

In the event of behavioural incidents as described above, the senior leadership team should be informed at the earliest opportunity. The staff member closest to the incident is responsible for completing a behavioural incident form and sharing relevant details with the class teacher and leadership team member. On the same day, parents/carers must also be informed of the incident either face to face or by telephone or email. An appropriate way forward can then be agreed as part of the wider restorative process.

In certain situations, it may be necessary to remove the child from the classroom or playground. Where this is deemed appropriate, this is to be done discretely and calmly avoiding unnecessary negative attention if at all possible.

When children are given internal exclusions, the exclusion will be time bonded and children will be expected to independently complete age-appropriate learning activities. Parents will be informed and these incidences recorded appropriately.

External Exclusions (Suspensions and Permanent Exclusions)

At Walton on the Hill, exclusions are used only as a last resort in response to serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of others.

We follow the statutory guidance from the Department for Education (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England) and comply with Surrey County Council's procedures for exclusions.

There are two types of external exclusion:

Suspension (formerly fixed-term exclusion): This is a temporary exclusion, where a pupil is not allowed in school for a set number of days.

Permanent exclusion: This means the pupil is no longer allowed to attend the school and is only used in the most serious cases.

Before deciding on an exclusion, the Headteacher and school leadership will:

- Investigate the incident thoroughly
- Consider all relevant circumstances and the impact on the school community
- Give the pupil an opportunity to respond
- Consult with other staff where appropriate

Parents/carers will be informed in writing of the reason, duration, and their right to appeal. All exclusions are reported to the governing body and Surrey County Council as required. We are committed to working with families and external agencies to support pupils and avoid exclusion wherever possible.

The Restorative Approach

We recognise and support the importance of a restorative approach in dealing with behavioural incidents. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. We should avoid merely telling children what it is they have done wrong and then imposing sanction as a consequence. This approach fails to afford children the opportunity to think through their behaviour, what caused it and how they can make it better. At our school we believe in developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behavior.

In our school, we exemplify how to use restorative practices through role play in assemblies and PSHE lessons. All children are given the opportunity to discuss incidents, both hypothetical and real, and to consider the consequences of choices made.

We believe that the restorative approach gives pupils the skills to manage conflicts, strengthen relationships, and take responsibility by developing empathy and emotional literacy. Proven benefits include:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right

Restorative Questions:

Although the restorative approach is far more than just a set of questions and the response will need to be tailored relevant to age and experience, the questions below offer an excellent starting point for a restorative conference:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Monitoring and Evaluation

This policy and the impact of procedural changes as a consequence of it, will be reviewed and evaluated by all stakeholders and school leaders will undertake regular review as part of ongoing leadership meetings and implementation of the monitoring cycle.

The impact on staff workload will be reviewed through ongoing consultation, in appraisal meetings and through the staff survey.

Policy Review

This policy has been agreed by staff and governors in the November of 2025 and will be reviewed after 12 months.

Date of Next Review: November 2026

Policy written and updated by Richard Laing and Lucy Barallon.

Linked Policies:

- Child Protection Policy
- Teaching and Learning Policy and Handbook
- Positive Touch Policy
- Anti-Bullying Policy

See next page for Appendices

Ready - Respectful - Safe

1.



Reminder

"This is a reminder that at Walton we are ready/respectful/safe so we... Thank you."

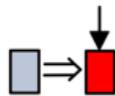
2.



Warning

"I've reminded you to... This is now a warning that unless you do so, you will miss 5 minutes of your play."

3.



Consequence

"You will miss 5 minutes of play because you have continued to... At Walton, we..."

4.



Work in Key Stage Lead's Class (or other class)

"At Walton we respect and listen so that everyone can learn, you need to go to Mr/Miss/Ms/Mrs X's classroom now and be ready to listen when you get back."

5.



Go to SLT

