



Sudbourne Primary School

Behaviour Policy

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1. VALUES STATEMENT

At Sudbourne Primary School we believe that setting high standards for behaviour is an integral part of having positive attitudes to learning and raising attainment. We also believe that good manners, good behaviour, respect and thoughtfulness are important qualities for all our children to develop throughout their lifetime. We believe that we have a duty to help the pupils of Sudbourne School to nurture these qualities and values during their time with us. Our specific Relationships policy is the cornerstone of how we interact with each other and underpins all of our behaviours at our school. {see Appendix 1}

We also believe that an appropriately structured and creative curriculum and good standards of teaching and learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

At Sudbourne Primary School, we focus on generating and nurturing positive behaviour through a range of specific, targeted whole class teaching and learning activities, such as circle time and PHSE, as well as through child-focused holistic approaches such as our dedicated Nurture Groups and through the work undertaken by our Learning Mentor. We routinely encourage children to be responsible for their behaviour and recognise and reward good conduct.

We believe that young children especially have to learn how to get on with each other – to share resources, ideas, friends, and adult attention. Teaching children these positive behaviours is an integral part of our work with children in the Foundation Stage.

Indeed, it is at the Foundation Stage that the foundations for positive behaviour are created and nurtured and much of the teaching and learning at this stage are focused on helping children understand what acceptable and unacceptable behaviour is and what it means to be a valued member of the school and broader community. We encourage children to try to understand how their actions can affect others and help them to begin to develop feelings of empathy and sensitivity towards others.

As adults throughout the school, we continue to model co-operative, fair and respectful conduct and attitudes, supporting all children in their learning journey through the school, to develop positive and successful relationships and sense of citizenship and community membership during their time with us at Sudbourne.

We aim to teach our pupils the valuable tools of self-awareness, identification and communication of feelings, self-reflection and ultimately self-regulation to enable them to deal more resiliently when problems and issues arise. All staff share in the teaching of these skills, using the same visual images and a common shared language to communicate thoughts and feelings in order to facilitate restorative conversations and find meaningful resolutions.

2. ROLE OF CHILDREN

Paramount to our approach in nurturing positive behaviour is our belief in the principle of empowering children to manage their own behaviours. Children are expected, with our support, to understand and respect the behaviour expectations shared across the school. They are helped to demonstrate positive behaviours towards each other (e.g. praising success of others in class), skilled in the ways and means by which to take responsibility for their actions, and enabled and empowered to make amends for any misdemeanour (i.e. owning up and apologising).

3. ROLE OF STAFF

The adults at Sudbourne School have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as our example has an important influence on the children. As adults we should aim to:

- Create a positive climate with realistic expectations
- Help children to understand and respect the behaviour expectations shared across the school
- Ensure that a sense of equity is the basis of relations with the children and fairness is the basis of rewards and sanctions
- Emphasise the importance of being valued as an individual within a group
- Promote through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect, and understanding the needs of others
- Ensure fair treatment for all regardless of age, gender, sexual orientation, race, ability and disability
- Show appreciation of the efforts and contribution of all

4. ROLE OF PARENTS/CARERS

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and school. A statement of our school rules and values are shared with parents/carers and we expect parents/carers to read these and support them. We expect parents/carers to support their child's learning and to co-operate with the school as set out in the home/school agreement. We work to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

5. OUR SUDBOURNE VALUES

Sudbourne Primary School takes pride in and works hard to preserve the strong sense of community and kinship evident amongst the children and adults at our school. To reflect this, we have developed an overarching set of principles which everyone at the school is to expect of themselves and of each other.

These run in conjunction with our Codes of Conduct for staff and children and are the set of whole school principles, articulated as 'rules' that everyone at Sudbourne School follows. These have been drawn up by all staff working at Sudbourne, linked directly with our school values of:

- | | |
|----------------------|-----------------------|
| • Kindness | • Perseverance |
| • Celebration | • Achievement |
| • Integrity | • Aspiration |

We all strive to:

- be kind to everyone, everywhere
- celebrate our differences, and our unique selves
- have integrity to do the right thing
- preserve by working hard and not giving up
- achieve something new everyday and take on challenges
- aspire to become the best version of you

Teaching Teams (Class Teacher and Teaching Assistants/Learning Support Assistants) may decide to develop with the children from their class, a set of their own Class Rules to supplement these School Values and support behaviour management within the classroom environment.

As a framework for embedding and upholding our positive ethos a series of whole school values are also individually studied and celebrated - one for each week of the school year. Sudbourne School's assemblies play an integral role in bringing our school together to share these values. We also actively reinforce them in the classroom by rewarding pupils for exhibiting these qualities via team points and certificates. This is an important part of our citizenship education for children.

6. CODES OF CONDUCT

In order to achieve consistency across the school, we have a set of Codes of Conduct for everyone at Sudbourne. These outline procedures and routines to be followed by staff and/or children at different places and times of the school day. These Codes of Conduct make explicit our expectations for behaviour for all children across the school. See Appendix 2.

7. REWARDS

We recognise that praise and encouragement are more effective in promoting good behaviour than reprimands and sanctions. All staff at Sudbourne School appreciate the need for children to be intrinsically motivated to behave well, and readily make use of verbal praise to this end. Children themselves are encouraged to praise their peers. Our weekly Family Assembly regularly provides opportunities for praise and recognition of positive behaviours; indeed the focus of these assemblies is to act as a whole school community celebration of children's achievements.

Sudbourne School has a system of rewards/recognitions which aims:

- To reward/recognise positive behaviour and attitude
- To reward/recognise work attainment and effort
- To develop self-esteem
- To develop citizenship

WHOLE SCHOOL REWARDS			
REWARD/RECOGNITION FOR:	REWARD/RECOGNITION OF:	OFFERED BY:	WHEN:
Individual 100% Attendance	Certificates	LMT	T2,T4,T6
Winning Team Points Team	Reward Afternoon (in school)	LMT	T2,T4,T6
Lunchtime Behaviour	Fair play award Top Table	Lunchtime Supervisors	Every term Every week
Cumulative attainment/effort Cumulative positive behaviour Cumulative positive attitude	Weekly individual Merit Award Consisting of: 1. Certificate 2. Mention in School Newsletter	Teaching Team	Every week (Every child should receive a Merit Award over the course of the academic year)

Positive attitude to learning Positive behaviour	Stickers Team Points	For non-class based staff All adults	Ad hoc
Exceptional effort/attainment in learning	Head Teacher's Award	Head Teacher and Teaching Team	Ad hoc
Positive attitude to learning Positive behaviour	Special post of responsibility (e.g. Fair Play Steward)	Adult in charge of area of responsibility	Ad hoc
IN CLASS REWARDS ¹			
REWARD FOR:	REWARD OF:	OFFERED BY:	WHEN:
Anything relating to our School Values	Verbal praise, name moved onto Recognition Board	Teaching Team	Every child, each day
Whole Class Behaviour in Phase 1	Choosing Time. Choosing Time should be earned not assumed and should reward whole class behaviour.	Teaching Team	Weekly Maximum 1 hour
Specific pieces of work – effort and/or attainment	Stickers * (If using stickers, consider using a sticker book/sheet for children to collect stickers or certificates)	Teaching Team	Ongoing
Citizenship-like behaviour/attitude	Colour Team points (No more than 5 a time)	Teaching Team	Ongoing
Exceptional attainment and/or behaviour	Note Home * and /or work sent to Head Teacher for Award	Teaching Team	Ad hoc
Cumulative effort in work/behaviour	Star of Day/Week (To raise class's sense of citizenship, children should be involved in this decision-making)	Teaching Team and Class Children	Daily / Weekly
Positive attitude to learning Positive behaviour	Special post of responsibility within the class (e.g. register monitor)	Teaching Team	Ad hoc

Whilst children in nursery do not attend our Whole School Assembly we regularly celebrate nursery children's achievements by, for example, displaying and sharing work successes, handing out stickers for good behaviour, and telling parents about their child(ren)'s successes.

8. UNACCEPTABLE BEHAVIOUR

A child's age and stage of development must always be taken in to account when deciding what is acceptable/unacceptable from an individual child, and will very often be down to professional judgement. That said, the following are behaviours that are universally considered unacceptable at Sudbourne School:

Physical: hitting, biting, shaking, scratching, pushing, shoving, pinching, punching, tripping, poking, slapping, spitting, throwing things, or the threat of the above

Verbal: name calling, racist/sexist/homophobic remarks, shouting, swearing, argumentative answering back, squabbling, or the threat of the above

Emotional: sarcasm, putting down, emotional threat, unkindness or manipulation

¹ Some In-Class rewards must be used, e.g. Team Points, others are at the Teaching Team's discretion. Those marked with an * are optional.

Personal & Property: invasion of child's space or privacy, taking other people's property, damage to school resources

Electronic/Cyber: sending inappropriate and abusive messages electronically (e.g. via text, email etc.)

Our Response to Unacceptable Behaviour:

Wherever possible, we follow a restorative, reflective approach whereby children are supported in taking responsibility for their behaviour. The restorative questions approach follows a series of questions which enables children to be aware of what they have done, the impact of their behaviour and how it is therefore unacceptable (in that it breaks golden rules and how their behaviour affects other people), what the consequences of their behaviour are, and the choices that they have available to them, to amend their behaviour. It therefore empowers children to take responsibility for their behaviour and to make choices about what they do next.

The 5 restorative questions to be offered to children who are behaving unacceptably:

- What happened?
- What were you thinking at the time?
- Who has been affected and how were they affected?
- What needs to be done to put things right?
- What do you need to do differently in the future?

Physical Restraint

There may be instances when a child's behaviour requires their physical restraint to be made. Sudbourne School's Restraint Policy outlines our position on this.

9. CONSEQUENCES – IN THE CLASSROOM

Where a pupil fails to meet behaviour expectations and this hinders or stops teaching and learning from taking place, then the following staged levels of sanctions are to be taken. Sanctions will be carried out in step order unless there is a severe incident which results in the child's immediate removal from the classroom and dismissal to the Head Teacher/member of Leadership Team.

We encourage and support children in finding the means by which to make amends for their negative behaviour and thereby be able to move back off the stepped classroom process.

	Steps	Actions
1.	Ready, Respectful, Safe.	A reminder to whole class of the rules, delivered privately wherever possible. Ready? Respectful? Safe?
2.	Reminder to Think Carefully	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3.	Last reminder:	If the pupil still does not engage, use the 30-second script.

	30-second script	Adults are encouraged to recall and use previous positive examples of how that child has been successful in that school value to motivate them to move on and make improved choices.
4.	Time to Think	This step is only needed if the child needs to calm down, compose themselves or reset themselves if they are not ready to learn. Time to think is a chance for pupils to assess how they are feeling so they can use self-regulation techniques in order to get back to the learning zone.
5.	Restorative conversation	This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be completed in break.
6.	Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

Step 6

If a child reaches Step 6, they might need some time out of class to reset themselves, calm down and may be asked to complete that lesson's work with a member of SLT or the learning support team.

Foundation Stage

Given the infancy of these children it is likely that a much more personalised, light touch response by supervising adults will be appropriate to help children realise what they have done, the impact of their actions, how to say sorry and make amends. In Reception classes, teaching teams are encouraged to begin to adopt this classroom plan approach as/when necessary given the age/developmental levels of the children involved, but again, a light touch, personalised response may well be the appropriate path to take.

This restorative system (and the Foundation Stage's response to negative behaviour) thereby provides all adults at Sudbourne School with the means by which to discipline children without belittling or degrading children. Wherever possible a restorative approach is taken, where pupils are given time to review and revise behaviour choices with support from adults where needed.

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the classroom this can be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

10. CONSEQUENCES – IN THE PLAYGROUND

When behavioural incidents occur in the playground pupils are to be given verbal reminders (how they have behaved well in the past) and Time to Think by the meal time supervisor staff, in the exact same way as in-class incidents.

Whilst outside Time to Think can be given on an allocated bench visible to staff, for an allocated time of five minutes (according to the policy). Staff are to give pupils very clear reasons why they have been asked to have Time to Think, and are to direct pupils to think about how to change behaviour choices, whilst they are there. Timers are to be used as a clear indication for pupils and staff. Before they return to their playtime, pupils must demonstrate they are calm and are ready to now make correct behaviour choices. These low level concerns are to be recorded in the Book of Behavioural Concerns, allocated in the playtime boxes.

For behaviour procedures for step five and six during playtime, pupils should be given a band and sent inside the school to an SLT member, to have a restorative conversation if necessary.

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required.

In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

11. REPORTING

The whole school Child Protection Online Monitoring System (CPOMS) is a secure, confidential online database that allows staff to log and track a wide range of information for each child on role. As well as educational information, it also has a section that can be used to record pupil behaviour. Every Teaching Team has a CPOMS key, which allows them to access and record instances of unacceptable behaviour. This continuous, systematic reporting allows us to take constructive action swiftly and provides the opportunity to track repeated patterns of behaviour so that further individual and/ or whole school strategies can be put in place, and monitored further.

Reporting In Class Incidents:

A record is to be kept every time a child's behaviour escalates beyond Step 4 – i.e. the teaching team must record every instance a child is kept back for a restorative conversation by class teachers or sent to Leadership Team, using the CPOMS system.

This electronic record should comprise of:

- the date of the incident,
- the child(ren) involved,
- a brief description of the behaviours,
- include by-stander/witness statements if possible,
- any follow-up action taken/to be taken.

Reporting Outside Class Incidents:

When behavioural incidents occur in the playground, and pupils are given Time to Think, a record is to be kept in the Book of Behavioural Concerns, allocated in the playtime boxes.

For behaviour procedures for step five and six during playtime, pupils can be given a restorative question sheet to support their reflection of the incident and to ascertain the details of the incident.

A record on CPOMS should also be kept of any instance during the school day in which a child is reported to have been bullying other children or behaving in a manner that causes concern.

All members of Sudbourne staff have a responsibility to report such incidents, using CPOMS. Discussions of this type of behaviour should focus on kindness/ unkindness and as many bystanders as possible should also be encouraged to participate. Records of out of class behaviour incidents are made by outlining on CPOMS key details and actions to be taken noted in the final paragraph, (alternatively this can be sent via email to the behaviour lead and categorised as bullying and behaviour for transfer to CPOMS).

Restorative Question Form

The restorative conversation can be scaffolded for certain pupils via two more visual formats. [See Appendix 3].

Whenever possible, children should be encouraged and supported in completing their restorative question form.

This form is a document which the child(ren) responsible for the incident complete outlining what they have done, who they affected through their behaviour and any follow-up action to be taken. Children who have witnessed the incident should also be encouraged to complete a form.

The adult who is managing the incident should share a summary via a brief email to the class teacher and link SLT members or a direct CPOMS of the details of the incident. This will ensure key members of staff and class teachers are informed and can help to support the child(ren).

SLT and/or Head Teacher keeps a record of those incidents where a child is sent to him/her on account of unacceptable behaviour.

Each CPOMS behavioural entry needs to include an action paragraph to indicate the means by which the incident will be followed up, i.e., consequence, monitor, speak with parents, etc.

Aggressive Incidents

If pupils show physical or verbal aggression to any other person in the school, adult or child, they must be sent to the behaviour lead or Head Teacher immediately (Step six). This incident will be followed up in the usual manor, but in addition parents will be informed via an aggression letter, asking them to discuss with their child how to deal with competitive or frustrating situations in a non-aggressive way.

12. MONITORING BEHAVIOUR

The Assistant Head Teacher, with responsibility for behaviour, regularly reviews all reported behavioural incidents on a termly basis to monitor behaviour issues. Specific reoccurring disruptive behaviours from the same child will be discussed and specific strategies put in place if the class teacher/ teaching teams feel it is necessary. Should a child be reported to have behaved unacceptably more than three times in close succession over one term, then the parents/carers will

be notified, either verbally or by letter, at the Teaching Team's discretion. The purpose of this is to raise communication and open a dialogue with parents/carers about their child's needs and how we can best address them. In some instances it may be appropriate for the Class Teachers and/or the Head Teacher to become involved in this dialogue. If behaviour issues still persist after the third occurrence, an additional meeting with parents, pupil, SLT member(s) and Class teacher will be called to initiate a specific personalised Relationships Plan, specifically designed to target the nature of the repeated behaviour. Progress from this plan will be given to parents on a weekly basis and reviewed every second week, at the teaching teams discretion, until behaviour choices have improved.

With the involvement of the Behaviour Working Group, made up of a cross section of school stakeholders, alongside consultation with the School Council, termly monitoring and evaluation of behaviour will be undertaken. Children will be asked about their perceptions and experiences of acceptable and unacceptable behaviour across the school and the school's response to this.

13. SUPPORTING CHILDREN

We recognise that children need different levels of support to meet the school's behaviour expectations. Individual strategies to support a child who is having difficulties meeting our behaviour expectations should be considered, in consultation with our SLT team, the SENCO, parents/carers, and outside agencies, i.e. positive reward charts, specific rewards and incentives. If and when inappropriate or unacceptable behaviour patterns are identified (e.g. playground bullying), we will endeavour to provide behavioural support to these children as well as for those children affected by such unacceptable behaviour.

Where children have different behavioural expectations due to their special educational needs (e.g. are on the autistic spectrum), this information is contained with each class's planning/organisational folder thereby ensuring ALL teaching staff who work with that class are aware of the behaviour expectation differentials in that particular class. Staff also routinely share with each other information (such as changes in home/care circumstances) on specific children's behaviour needs as and when they occur, thereby ensuring a cohesive whole school response to specific children in need of special support.

This policy will be reviewed by the Headteacher every three years. At every review, the policy will be approved by Governing Body via the Resources Committee.

Last Review Date	
Date approved by the Governing Body	30 Nov 2021
Signature of policy approval by Headteacher	
Signature of policy approval by Resources Committee Chair	
Signature of policy approval by Governing Body Chair	
Next Review Date	

APPENDIX 1 – Sudbourne Relationships Policy



Sudbourne's Relationships Policy



Achievement

Aspiration

Integrity

Kindness

Celebration

Perseverance

Each adult will:

- Nurture relationships
- Model our values
- Listen
- Praise positive choices
- Provide a safe environment

We all will strive to:

- be **kind** to everyone, everywhere
- **celebrate** our differences
- have **Integrity** to do the right thing
- **persevere** - work hard and don't give up
- **achieve** something new every day and take on challenges
- believe we can do *anything* – **aspire** to be even more than we thought possible

Our Vision message:

'Success comes from effort, perseverance and resilience'

Classroom Plan

1. Ready, Respectful, Safe.
2. Reminder: Think carefully.
3. Last chance: 30 second script.
4. Time to think.
5. Restorative conversation.
6. Support Step.

30 Second Script

'I noticed you are ...'
'You are not showing our Sudbourne value of...'
'You have chosen to...'
'Do you remember when you ...'
'That is who I need to see today.
Thank you.'

Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. Who was affected and how were they affected?
4. **What needs to be done to put things right?**
5. **What do you need to do differently in the future?**

Our School Moto: You can be anything – so be the BEST you!

APPENDIX 2 – Code of Conduct

This outlines our whole school expectations for children's behaviour and our responsibilities towards supporting these expectations. For the children's sake as well as ours, it is important that we all uphold these expectations so that there is consistency all the way across the school.

Courtesy:

- Children to stand aside for adults to go through doorways first.
- Children to stand still and look towards adult when speaking – encourage eye contact.
- Please and thank you to everyone.
- Children to pick up dropped belongings etc on behalf of others – respecting school property.
- Children to knock on classroom door when entering, along lines of 'excuse me Mr/Ms... I wonder if'

Beginning of day:

- Children line up quietly when bell rings and are escorted in by adult – children are not to enter school before the bell rings. Breakfast club children will be escorted to playground to line up.
- No cycling, climbing frame, football, running in playground before start of school.

Movement around the school:

- Children walk, not run.
- Children walk on left of corridors in single file.
- Children walk around school quietly.
- Children to be supervised/escorted by adults when moving around school – especially during transition periods – assembly, playtime, PE changing, end of day.

THIS WILL REQUIRE PHASES TO TIMETABLE TAs TO BE PRESENT IN CLOAKROOMS and/or CHANGING ROOMS etc AT CRITICAL TIMES.

Playtime:

- No children to be in school during playtimes without a band or adult escort (e.g. year 6 monitors). If children are in class during playtimes, then the class teacher has to be present and has to escort the children back to the playground for lining up.
- Adult to be on duty at doorways to toilet blocks to supervise entry/exit of children.
- At end of play, children to end up in line silently, after reasonable period of time to settle. The juniors are operating a successful system of short reward for the best lined up class decided by the teacher on duty. E.g. 15 minutes golden time.
- Balls are provided by learning mentors/mealtime supervisors during playtimes. Children are not to bring balls in to school – see playground rules display in playground.
- Adults on duty during playtimes are expected to be active in their duty – e.g. setting up games zones etc, running play activities (if not responsible for individual child).

-

Assembly:

- Children to be silent during assembly. Playtimes may be foreshortened if teachers are made to wait for silence.
- Teachers are to collect their class at the end of assembly and escort to cloakrooms/playground. This transition period has been very sticky in the past so we need adult supervision to avoid bottlenecks in corridors etc.

Lunchtime:

- Children are to remain seated while eating.
- Children are to talk quietly whilst eating.
- Children are not to share food with others.
- Staff eating with children are expected to be role models of manners, and help children to eat with knife, fork, spoon.
- Staff are to actively encourage children to eat healthily – e.g. at least 1 vegetable and 1 salad portion, and water with meal. Teachers can support this by taking a copy of the weekly dinner menu and getting children to think about what they want to eat at lunchtime beforehand.
- Staff are to actively encourage children to eat all of their meal and not waste food.

End of day:

- Children in juniors to be escorted out of school (not just classroom) in to playground at end of day. We encourage children to learn common courtesy of shaking hands and saying goodbye as they leave.
- No cycling, running, football, using infant climbing frame etc in infant playground after 15.15. Teachers to be in playground for short period at end of day to encourage children/parents to leave and to be available to parents/carers with any concerns etc.

As we need to show a uniform and cohesive response to behaviour, staff should feel able to reward any child across the school for good behaviour. And by the same token, we need as a whole staff to remind all children of our expectations when they are not being met, irrespective of whether the child is in our class or not.

And finally, let's always keep our focus on what our children do right and celebrate that!

APPENDIX 3 – Restorative Questions Form

Behaviour at Sudbourne: Reflective Thinking Sheet



Name: _____ Class: _____ Date: _____

What happened? (Circle all the correct pictures)



wasn't following instructions



talking



wasn't on task



was disrespectful/silly



had a negative attitude



distracted others



wasn't ready/late



made a mess



was dangerous



bullying



was aggressive



was violent



damaged property



persistent negative



was inappropriate



other

Want to tell us more?

How were you feeling? (Circle all the correct feelings)



bored/impatient



silly/giddy



angry



frustrated



sad



confused



troubled/a lot on my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

What were you thinking?

Who else has been affected?

How might they be feeling? (Circle all the feelings)



What needs to be done to put things right?

What do you need to do differently in the future?
