



**Hey with Zion Church of England &
Methodist Primary School**

Positive Behaviour Policy

Written by:	Mrs S Machin December 2025
Approved by LAB:	January 2026
Next Review Date:	December 2026

Hey with Zion has a joint Church of England and Methodist Foundation.

The values of LOVE, HOPE and ASPIRE alongside British Values (democracy, mutual respect, tolerance, individual liberty and the rule of law), permeate the school's ethos.

We are a loving, inclusive family, rooted in our Christian Values and nurturing ethos. We provide a positive learning environment where all children can achieve their full potential.

Hey with Zion's Vision Statement

Jesus said, " I have come that they may have life, and have it to the full." John 10 verse 10

Within the love of God, we aspire to do the best we can for ourselves and others.

Our Mission:

Hey with Zion is a family in which everything we do is built upon our Christian values and ethos. We endeavour to create a place where everyone feels they belong, they are happy, nurtured, safe and valued.

Our mission is to:

- Kindle a love of learning for all children; enabling them to develop creative, inquiring minds and achieve high personal success through an excellent and enjoyable curriculum.
- Develop individuals to have self-knowledge to sustain a happy and healthy lifestyle filled with awe and wonder.
- Develop positive attitudes and behaviours and encourage children to form caring relationships as active citizens in the local and wider world.
- Enable our children to make right choices and take safe actions within their life experiences.
- Through challenge and high expectation prepare our children to reach their full potential by teaching academic and life-skills

Epworth Education Trust Mission Statement

The Epworth Education Trust is a multi-School Trust established with the aim of providing outstanding learning and opportunities for the children within its care.

Children are our nation's most precious resource. Their school life and learning experience will shape them for the whole of their lives

Safeguarding Statement:

At the Hey with Zion we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and Local Advisory Board.

This policy should be read in conjunction with:

- Inclusion /SEND Policy
 - Early Years Policy
 - Anti-bullying Policy
 - Attendance Policy
- Educational Visits Policy
 - Equality Policy
- Online Safety Policy
- Safeguarding Policy
 - Complaints Policy
- Whistleblowing Policy
- Child on Child Abuse Policy

Our core Christian Values at Hey with Zion Church of England and Methodist Primary School believes that to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We base our behaviour approaches on clear, specific expectations which can be seen in our School Rules, Habits for Learning and underpinned by our Christian values. This unique approach is bespoke to our school in line with how we 'do all we can' to support pupil development.

Positive Behaviour Policy

The Staff and Local Advisory Board of Hey with Zion Primary School recognise the crucial role that an effective Positive Behaviour Policy can have on all aspects of school life.

In April 2011 the Equality Act came into force. This Act ensures discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality. This policy, along with the Anti-bullying Policy, SEN & Disability Policy, Equal Opportunities Policy and Race Equality Policy, is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty.

Hey with Zion Primary School recognises that an effective Positive Behaviour Policy will:

Give children, parents and staff clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.

Play a vital role in ensuring that all children achieve their academic potential.
Help children's moral and social awareness, including that of citizenship.

Outline roles and responsibilities for pupils, parents & staff.

Ensure the Schools commitment to Safeguarding its pupils can continue to be achieved.

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values as reflected in Every Child Matters agenda. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there is clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

The Governors have a high level of expectation regarding behaviour, and the special Christian ethos of our school ensures that all persons are required to put Christian principles into practice.

All persons are expected to manifest behaviour which reflects and supports the school motto of “To Do the Best We Can” in every aspect of their school life; and to follow the school rules **Ready, Respectful** and **Safe**

Ready

Being ready means...

- We have good attendance
- We arrive on time
- We have equipment ready
- We show we are listening
- We follow instructions quickly
- We keep healthy – bodies and minds

Respectful

Being respectful means...

- Use good manners
- Listen carefully to the teacher, visitor or friend who is talking
- Take care of equipment, resources and facilities
- Speak and treat everyone respectfully in school
- Embrace diversity

Safe

Being safe means...

- Keep your hands and feet to yourself
- Follow the instructions of staff in school in relation to safety
- Act as a positive role model in the school corridors and classrooms

- Inform school staff of any concerns you have for your own safety or the safety of others.

These are inter- woven with our core Christian Values...

Love, Hope, Aspire along with the sense of belonging and belief we want the children to feel.

The Habits for Learning at Hey with Zion Church of England and Methodist Primary School are - we are consistent, persistent and insistent on high expectations for all children. We use our Habits for Learning as our firm foundations for expectations for all.



Habits for learning: Playtime and Lunchtime at Hey with Zion Primary School.



Moving Around School

- Walk on the left.
- Move around silently.
- Look in the direction of travel.
- Line up in single file in line order.
- Always accompanied by an adult when moving as a class.
- Pupil at the front of the line holds the door open for the class.
- Carry snacks to the playground instead of eating on corridors.



Showing Respect

- Pick items up from the floor.
- Hold doors or give way to all adults.
- Demonstrate good manners.
- Say thank you.
- Allow others to pass on corridors (give way).
- Follow the stop signal - hand up.



Taking Pride

- Wear your uniform correctly with pride.
- Look after books and belongings.
- Hang coat and bag on peg using the correct hooks.
- Store lunchboxes neatly on the trolley or shelves.
- Resources away and chair under table before leaving the room.
- Be a positive role model.
- Respond to teacher comments.
- Take ownership of the Habits for Learning.



Breaktime and Dinner Time

- Line up quietly, in a single file line, facing forward in order of lunch choice when collecting lunch.
- Eat quietly having conversations on your table.
- Stay seated whilst eating until directed by an adult to move.
- Tidy up your own plates. No food to be dropped on the floor.



Make eye contact with adults.

- Say 'good morning' or 'good afternoon.'
- Say 'please' and 'thank you' when asking for something.
- Listen when others are speaking.
- Use kind words Listen to, and follow adult instructions.
- When conducting duties/jobs, please be polite to the staff.



Playground

- Use equipment safely, in the correct area.
- Share with others.
- Only play football where directed by an adult with the correct footwear.
- Place rubbish in the bin.
- Report broken equipment.
- Stop on the 1st whistle/bell and walk to the line on the 2nd whistle/bell.
- Take equipment back.

The expectation of pupils



Habits for learning at Hey with Zion Primary School.



Moving Around School

- Walk on the left.
- Move around silently.
- Look in the direction of travel.
- Line up in single file in line order.
- Always accompanied by an adult when moving as a class.
- Pupil at the front of the line holds the door open for the class.
- Carry snacks to the playground instead of eating on corridors.



Showing Respect

- Pick items up from the floor.
- Hold doors or give way to all adults.
- Demonstrate good manners.
- Say thank you.
- Allow others to pass on corridors (give way).
- Follow the stop signal - hand up.



Taking Pride

- Wear your uniform correctly with pride.
- Look after books and belongings.
- Hang coat and bag on peg using the correct hooks
- Store lunchboxes neatly on the trolley or shelves.
- Resources away and chair under table before leaving the room.
- Be a positive role model.
- Respond to teacher comments



Breaktime and Dinner Time

- Line up quietly, in a single file line, facing forward in order of lunch choice when collecting lunch.
- Eat quietly having conversations on your table.
- Stay seated whilst eating until directed by an adult to move.
- Tidy up your own plates. No food to be dropped on the floor.



Positive Interactions

- Make eye contact with adults.
- Say 'good morning' or 'good afternoon.'
- Say 'please' and 'thank you' when asking for something.
- Listen when others are speaking.
- Use kind words
- Listen to, and follow adult instructions.
- When conducting duties/jobs, please be polite to the staff.



Learning Time

- Sit up straight following correct seating position model.
- Speak at appropriate volumes.
- Raise your hand to show you would like to speak.
- Have the same high expectations with all adults that teach you.



The expectation of pupils



Set the Expectation

- Notice and articulate positive behaviours, using a calm tone of voice.
- **Model expectation** of tidying up. Articulate, explain, encourage with a calm tone of voice.
- **Have a presence** in the corridor/around school.
- Address non-compliance **discretely**.
- **Explicitly teach, model and practise** expected behaviours.
- **Teach from feet**, so that movement around the room is routine.



Positive Interactions

- **Meet, Greet, Connect, Correct, Direct.**
- **Greet at the door at the start of every session.**
- Hold doors open, say thank you.
- Provide **clear and specific instructions**.
- **Thank** pupils for their efforts.
- **Clear communication channels** for self regulation.



Essential Routines

- Ensure pupils enter **quickly and calmly**.
- Gain attention **quickly and calmly**, using **Clap-Response**.
- **Clear routines** for transition points and movement, **including phonics**.
- **Notice and discretely deal with** off task behaviour and reset.
- **Consistently** follow the school's Behaviour Policy.
- **Praise in public, restore in private.**
- Teacher walks at the middle of the line. so that all pupils are supervised.



Resources

- **Sharp pencils**
- Resources **prepared and ready** before the start of the lesson.
- IT equipment **charged up**.
- All resources to be tidied away before pupils leave the classroom.



Playground

- Staff on duty **engage with pupils** in games and activities **at all times**.
- Ensure **each zone is calm** and pupils are engaging in **appropriate play**.
- Teachers **accompany their class** out onto playground and back inside
- Teacher **always meets and greets** their class at the door.
- **2 whistles** - 1 for stop, second for walk to line. Only blow second whistle once **all children are still**.



Environment

- **'The standard you walk past is the standard to accept.'**
- Have an **awareness and pride** in environment.
- **Tidy work spaces** (including teacher).
- **Cared for classroom** (blinds, teacher desks, displays, prayer spaces).



Pencil Grip, Positioning, Posture

- Check for **correct use** of pencil grip
- **Left-handed awareness** for resources and seating position
- **Teach deliberate seating posture**
- **TNT - Tummies Near Tables**



The expectation of all adults

3. Roles and responsibilities The Local Advisory Board (LAB) has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at this school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in Epworth's Complaints Procedures Policy.

The headteacher is responsible for:

- The day-to-day implementation and management of this policy.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any consequences for breaking the rules.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the LAB on the implementation and effectiveness of this policy, including its effectiveness in addressing the needs of all children.

The pastoral lead is responsible for:

- Providing guidance and support to staff within the delivery of the positive behaviour policy.
- Coordinating with the SENDCo and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour and refer pupils with SEMH difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS) to receive additional support when required.
- Working with the SENDCo in overseeing the outcomes of interventions on pupil's behaviour, education and overall wellbeing.
- Engaging with parents where children's SEMH difficulties impact on their behaviour, or where behaviour choices create significant barriers to learning.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The SENDCO is responsible for:

- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- As part of the SLT, collaborate with the LAB, headteacher and the pastoral lead, to determine the strategic development of behavioural and SEMH policies and provisions in the school, including interventions and in-class support.
- Supporting teachers in assessing children's SEMH needs and advising on the effective implementation of support. Where deemed necessary, pupils will have a personal positive handling plan best suited to them and their individual needs – informed by parents, teachers and SENDCo.

Teaching staff are responsible for:

- All members of staff, volunteers and support staff are responsible for consistently, persistently and insistently implementing this policy and ensuring that all pupils do too.
- Follow the Habits for Learning (expectations for all adults) consistently.
- All member of staff, volunteers and support staff will create a supportive and high-quality learning environment, teaching and modelling positive behaviour for learning.
- Being aware of the signs of SEMH-related behavioural difficulties
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and Pastoral Manager, and where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH related behavioural difficulties will be able to study the full national curriculum, including using Habits for Learning and ensuring individual plans are followed.

Through the PSHE curriculum ensure pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills.

- Ensure dedicated time each week is in place to teach behaviour, e.g. reviewing and modelling the Habits for Learning, i.e. practising transitions.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Analyse trends and use the ADPR process to adapt plans over time to see an increased improvement in intended outcomes. Keep SLT, pastoral and SENDCo updated on outcomes.

Pupils are responsible for:

- Managing their own behaviour both inside school and out in the wider community.
- Their social and learning environment and agree to report any behaviour to staff which is not in line with the school's positive behaviour policy, vision and values.
- Follow the Habits for Learning consistently.
- Arrive at school on time.
- Follow and respect classroom rules and procedures
- Show respect for the opinions and beliefs of others.
- Demonstrate self-regulation both within and outside the school environment (i.e., residential and school trips, sporting events).

Parents/carers are responsible for:

- The behaviour of their child(ren) inside and outside of school.
- For promoting positive behaviour for learning and modelling acceptable behaviour in the home and in the school playground.
- Following the school's Parent / Carer's Code of Conduct.

- Working in partnership with school and wider agencies to uphold high expectations for behaviour and to attend meetings, planning reviews and parental consultations as requested.

Training of staff

At Hey with Zion Church of England and Methodist Primary School we recognise that early intervention can prevent inappropriate behaviour. As such, staff will receive training in prevention, de-escalation techniques and restorative practice.

- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.
- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems.

REWARDING CHILDREN'S WORK & BEHAVIOUR

We recognise that pupils should be praised and rewarded for good behaviour, good work and demonstrating the school's Christian Values. An emphasis is given to above and beyond contribution to school life and the wider community.

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class's attitude and behaviour. These strategies include:

- Positive comments, verbal and written, given to the child and to their parents
- Stickers by teachers and Headteacher
- Daily drop ins from SLT to publicly praise and celebrate positive behaviour.
- Student of the Week certificates.
- Celebration of good work in and out of school in weekly good work assemblies

- Termly Prize Giving Evenings
- House Points and Class Dojos (where parents and carers can see rewards throughout the day) are awarded for good work and behaviour, smart uniform, good manners, punctuality and good attendance and homework/ reading.
- Attendance awards for improvements and for the class each week with the highest attendance and for every class with 100% punctuality
- Medals or certificates for success in sporting competition (Junior Athletics Championship)
- Trophies at the end of year for academic and behavioural successes

SANCTIONS

Where a child does not behave appropriately and in line with our school expectations

At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour and restorative practice may be applied.

- Consideration is given to SEN & other identified children who require an individual approach.
- Identify 'why' behaviour is unacceptable & demonstrate the appropriate behaviour.
- Focus on the behaviour being unacceptable not the child.
- It's the school rules that sanction a child's behaviour- there's no need to shout / be intimidating.
- We discipline because we care about the child behaving appropriately.
- Staff use the language of choice to encourage children to make the right choice.
- Use a second member of staff in difficult situations as a witness and for support.
- Teachers avoid wasting lesson time where possible and try to postpone investigation of incidents if required to e.g. children's break time.
- Teachers may choose to keep children in at play time to recover lost learning time on account of poor behaviour or lateness.
- Sanctions imposed are recorded by the teacher and kept in the class teacher's pupil observation records log or recorded on CPOMs if persistent or escalated to senior leadership.
- Low level classroom disruption is dealt with at first with a warning then a deduction of a house point/ class dojo. If the child shows remorse for misbehaviour with an evident improvement, the house point can be won back. (This fits with our Christian ethos of forgiveness).

- If the problem persists, the class teacher may involve the Pastoral Manager to discuss any underlying reasons with the child.
- Midday supervisors may impose a sanction for individual children of up to five minutes “Time Out” in response to poor behaviour outside. Where it is considered appropriate, incidents are recorded on CPOMs for the SLT to oversee. Middays can raise concerns regarding behaviour with the Pastoral Manager or the Deputy Headteacher.
- Where a child is persistently behaving poorly despite these steps, the class teacher will contact the child’s parent to discuss the issues and next steps. If the problem persists, a more formal meeting will be arranged with the class teacher, parent and Head of Phase. If the problem persists, or if the behaviour is of sufficient gravity, the Deputy Head and then the Headteacher will be involved.

Instances where the Head Teacher is involved and are considered of sufficient gravity are recorded and discussed with the Chair of Governors.

If a child is disrupting the learning of others, or poses a risk of harm to self, others or damage to school property, positive handling may be required and will be carried out by trained members of staff. Where this takes place, all incidents will be recorded using the positive handling records and parents will be notified in line with the positive handling policy. At Hey with Zion Primary School, we are proactive in providing a range of additional support to children with wider behavioural needs and this may run alongside or be an adaption to the step system.

This support may include personalised reward charts, home/school diaries, Individual Behaviour Plans, Personalised Support Plans, Positive Handling Plans, Pastoral support, Early Helps. This list is not exhaustive. Teachers will liaise with the SENDCo and Pastoral Manager in the design of this. We will work alongside parents/carers and other relevant external agencies to ensure the needs of the child are met. However, some behaviours will not be tolerated at Hey with Zion Primary School and this will be deemed as highly unacceptable behaviour. Depending on the nature and severity of the undesired behaviour, this may include an immediate fixed term suspension or a permanent exclusion. This will be appropriate and proportionate to the behaviour shown. The school may introduce, where agreed with outside agencies. Fixed Term Suspension A decision to suspend a pupil will be taken only: a) In response to a serious breach or persistent breaches of the school’s behaviour policy; and b) If allowing the pupil to remain in school would seriously harm the education or welfare of

the pupil or others in the school. Hey with Zion Primary School complies with current DFE School suspensions and permanent exclusions guidance (September 2023).

- If an incident is deemed serious enough to involve fixed term suspension, the Headteacher will, without delay, notify parents. If a pupil has a social worker, or if a pupil is looked after, the headteacher will notify the social worker and /or VSH, as applicable.
- A letter will be sent home outlining the reasons for the suspension and the measures parent/carers can take in relation to them.
- Work will always be provided for the length of the suspension. It is expected that this is returned to be marked.
- Parents should meet with a member of SLT on the day that the child returns to school to ensure such events do not reoccur.
- We ensure a restorative conversation regarding the suspension is had with the child on their return to school with either a member of the SLT or Pastoral Team. The Chair of the Local Advisory Board and CEO are notified when a suspension has been made. The Headteacher informs the Local Advisory Board about any fixed term suspensions beyond 5 days in any one term. Suspension information is included in Headteacher's termly report to the Local Advisory Board.

Permanent Exclusion

Only the Headteacher can permanently exclude a pupil on disciplinary grounds. The Local Advisory Board should be kept fully informed as the process goes on. Permanent is not usually considered unless there have been a number of fixed term suspensions first, in extreme cases permanent exclusion may be appropriate. However, permanent exclusion would only be a very last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy were allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. (Further information can be found in the Trust's School Suspensions and Permanent Exclusion Policy).

Trips, visits and extra-curricular activities

A risk assessment will be carried out prior to any school trips or extended school activities that will include looking at every child's behaviour in school. On rare occasions, it may be necessary for the school to decide that a child is not able to attend

the visit due to their behaviour which could lead to health and safety issues. In the event of this happening and as part of the risk assessment the teacher, SLT, Pastoral Staff, Headteacher will discuss in detail the potential risks and speak directly with parents/carers of their decision.

Outside school and the wider community

- Pupils are encouraged to represent their school in a positive manner.
- The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- Complaints from members of the public about inappropriate behaviour by pupils at schools within the school, are taken very seriously and will be dealt with in accordance with the Behaviour Policy and Complaints Policy.

Monitoring and Review:

The effectiveness of our discipline & behaviour strategies is monitored by the Senior Leadership Team and Chair of Governors on an ongoing basis and the headteacher provides a termly written report to the Local Advisory Board identifying behaviour issues. This is minuted by the LAB and forms part of the evidence base for the effective implementation of the Equality Act 2010.

Appendix 1

Definitions For the purpose of this policy, Hey with Zion Primary School defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Child on child abuse
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, Hey with Zion Primary School defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others use of hands.
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Being dishonest
- Not following classroom rules
- Graffiti / defacing books

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach or frequency

Appendix 2

Zero-tolerance approach to sexual harassment and sexual violence – child on child

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

Proportionate Considered Supportive decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

A verbal warning Keeping the pupil behind after class to apologise to their peer A letter or phone call to parents Missed break or dinner time

A period of internal exclusion (length dependent on incident)

Fixed-term (length dependent on incident) or permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for: Responding to a report Carrying out risk assessments, where appropriate, to help determine whether to: Manage the incident internally Refer to early help Refer to children’s social care Report to the police Please refer to our child protection and safeguarding policy for more information.

Appendix 3

Restorative Practice Questions

Restorative Practice

At Hey with Zion Primary School we adopt the principles of The Restorative Approach. Everyone involved in an incident is taken through restorative questions to support discussion through a no blame approach that places emphasis on repairing the harm done and restoring positive relationships. Restorative questions.

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen to put it right?

Note: Questions should where possible be asked to the harmer/perpetrator first.

Consequences

The diagrams below outline the step system which is in place. The images provide examples of behaviour which will be addressed at each stage. This provides a clear outline to children, staff and parents. High level behaviour will be addressed within step three or four and reviewed on a case-by-case basis.



running
inside



answering
back



shouting
out



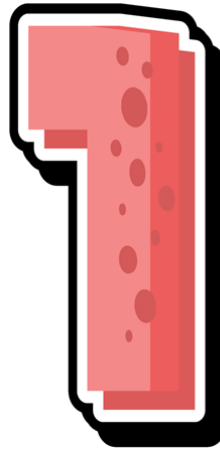
ignoring
instructions



silly noises



pushing in
line



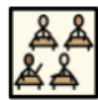
verbal
reminder



2nd
reminder



warning



move in
classroom



missed part
of playtime



graffiti



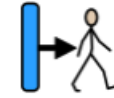
not working



damaging
property



climbing on
furniture



leaving
class



missed part
of playtime



finish work



pastoral
support



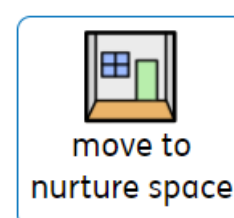
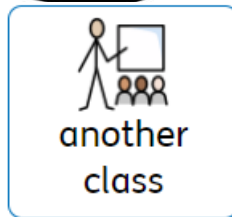
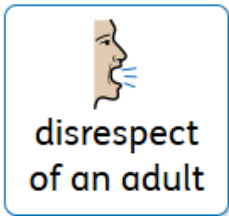
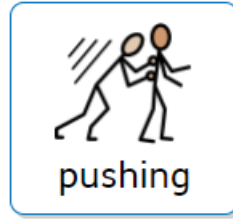
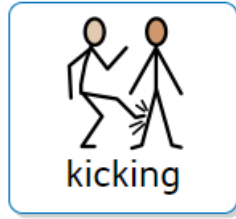
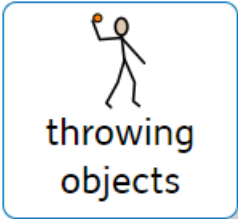
lose
privileges



phone call
home




move to
nurture space






bullying



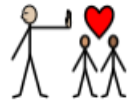
racism



fighting



repeated hitting or kicking



Homophobic insults




miss school events



suspension



miss playtime



another class




ban from representing school




phone call home



SLT support



work out of class with SLT



move to nurture space