



Fenstanton and Hilton Primary School

Relationships and Behaviour

(The Restorative Approach)

Linked to Anti-Bullying Policy

2016

Due for Review March 2017
Reviewed by Governors 1 March 2017

Relationships and Behaviour : Our school policy

Rationale

Restorative Approaches and the Team Teach approach underpin all relationships in our school. Teaching and learning are the most important aspect of our school, and relationships are key to success. Our staff will teach and our pupils will learn most effectively in a safe, orderly and calm environment where everyone feels valued, respected and included. Calm and considerate behaviour from all members of our school community is fundamentally important in our school. Behaviour encompasses three main aspects: Social and Emotional, Conduct and Learning

OUR VISION

Children only have one childhood. Being part of a community of children is unique within life's experience. In this school we value every child and strive to enrich the whole person. We believe that learning should be vivid and real: a joy in itself. We nurture adaptable and flexible learners who are passionate about learning and have the skills to confidently embrace every challenge and opportunity.

OUR AIMS

Equip each child with foundation skills, knowledge and expectations necessary to prosper in a changing society - encouraging creativity and ambition through lifelong learning.

Encourage happy learners who are motivated to strive for personal success – achieving their potential and aspiring to excellence.

Establish each child's sense of responsibility, enabling them to be confident decision makers who contribute to society.

Empower each child to make healthy choices for life and develop positive personal relationships.

Engage every child in building a strong foundation of inner confidence that will keep them safe and secure throughout life.






We aim to foster an ethos in which all the individuals that make up our school community succeed. We believe that Relationships and Communication are paramount so individuals can achieve their best in a climate that is positive, constructive and driven by high expectations. This can only be achieved by an agreed vision and shared responsibility. In a positive climate that is unified by mutual support and respect, the individual is enabled to learn from successes and mistakes.

We use Restorative Practice and the Team Teach Approach (see Appendices and Cambs Relationship Policy) because we believe that relationships and good communication are fundamental to effective management of behaviour:

- Children, young people, and adults are all at different stages of learning and/or emotional development regardless of their chronological age or how long one might have been in a given setting.
- Effective communication helps resolve conflict. Misunderstanding or ineffective communication is likely to cause or deepen conflict.
- People have different skills/abilities to manage in any given situation
- The task of all working in these settings is to promote and facilitate the development and growth of young people and everyone else in a setting. This includes the development of effective communication
- Those who present the most difficulties often have the greatest opportunity for change and development.
- Significant or complex change/development needs planning and managing
- Restorative Practice is a framework for managing and learning about young people's needs.

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- Restorative Practice also safely allows adults to acknowledge where they get things wrong, and to put things right. It discourages blame and promotes fairness and responsibility. (Petrie et al, 2009)

 <p>Effective use of RA in schools -3 key principles</p> <ol style="list-style-type: none"> 1. Positive relationships are essential for learning. 2. Those who have caused harm need to learn by facing up to those that they have harmed 3. Those who have been harmed need to have a chance to be heard 	 <p>5 Themes of RA</p> <ol style="list-style-type: none"> 1. Unique and equally valued perspective 2. Thoughts, feelings and actions 3. Empathy and consideration for others 4. Identifying need before identifying strategies 5. Trust and empowerment: putting it right 	 <p>Restorative Pyramid for Schools</p>  <p>Restorative Conferencing- formal, following a serious incident, possibly involving outside partners</p> <p>Restorative intervention- peer mediation, work with individuals and groups, support partners, Restorative Circles</p> <p>Restorative practice- PSHE, SEAL, Behaviour management, restorative conversations, shared language, Circle Time, peer mentors</p>	 <p>5 Questions</p> <ol style="list-style-type: none"> 1. What happened/what's happening? 2. What were you thinking/feeling at the time? 2a. What do you feel/think now? 3. How have you and others been affected? 4. What do you need? 5. What do you need to do to put things right?
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Agreed systems of support

Systems to support our positive climate include the following:

1. The Rainbow Rule
2. Quality Learning and Teaching
3. 1,2,3 Magic System
4. The Five Questions of Restorative approach
5. The House System
6. Rewards – Wave 1,2 and 3
7. Sanctions – Wave 1,2 and 3
8. Parental Involvement – The Home/School Agreement
9. Staff Support - CPD and formal supervision
10. Lunchtime Arrangements
11. Definitions of acceptable and unacceptable behaviour in our school
12. PHSE Curriculum
13. Play Therapy/Music Therapy

1. The Rainbow Rule (previously Rainbow Learning and the Golden Rule)

The Rainbow Rule is an agreed and mutually accepted code of expected behaviour for all members of our school community. Because the rule is a key aspect of our school policy, how the rule is devised and then used, is as important as the content. These are the guiding principles.

The Rainbow Rule is:

- Agreed in mixed age groups each September; particular emphasis is given to the pupils' views – alongside a need for simplicity and memorability
- can be revised and changed by mutual consent
- used by each class to devise a classroom code
- Combines expectations for Learning and Behaviour
- Regularly reinforced by letters to parents and the Home-School Agreement, assemblies, displays and rewards and sanctions
- Rewards and Sanctions supported by Rainbow Time and 1,2,3 Magic

The Rainbow Rule

Rainbow Learners are a team. Rainbow Rules are for everyone, everywhere in school

- ☐ **Be respectful and tell the truth**
- ☐ **Be kind: use kind hands, feet and words**
- ☐ **Be safe and be where you should be**
- ☐ **Be responsible and try your best**
- ☐ **Be a Rainbow Learner: Rainbow Learners are Responsible, Resilient, Reflective and Resourceful**

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The House system may be developed in 2016 17 and reinforces expectations for Learning and Relationships and is planned for the future in school

Hereward – Responsible – Badger (due to Sett living) - Blue

Iceni – Resilient – Emperor Penguin - Yellow

St Ivo – Reflection – Owl - Green

Mayflower – Resourceful – Beaver – Red

John Howland

Thomas Coote

Lancelot Brown

**** Reception pupils will be introduced to the Rainbow Rule gradually during the Autumn term. The Rainbow Rule is revisited each term and as part of SMSC assemblies***

2. Effective Teaching and Learning.

Effective teaching and learning requires a calm, positive and well ordered environment.

However, it is also **through** effective teaching and learning that positive behaviour can be taught, fostered and promoted.

Modelling Appropriate Behaviour and Relationships: Consistency of Expectation

Teachers and support staff should provide good role models for the children to follow. How staff speak with each other and to the pupils in their care, how they support and encourage others and use good manners in their day to day relationships with other adults and children is very important. Children learn from what they experience.

Quality Teaching and Learning: Consistency of Expectation

Each teacher has their own individual style, skills and talents. Teaching is a creative activity. However, there are fundamental requirements that promote good behaviour in the classroom.

- High expectations that pupils can and will behave well. These should be explicit, shared and understood by the pupils.
- Consistency and fairness.
- Empathy and care.
- Interesting, stimulating lessons that are well planned, purposeful and take into account the variance in age, interest, experience, needs, learning styles and ability of the pupils.
- Learning objectives and targets are shared with pupils
- Marking and feedback are regular and frequent and help children to improve. Children are expected to act on advice to improve and
- A classroom environment that invites learning: attractive displays that celebrate pupil achievement, the use of displayed vocabulary to support learning, carefully thought out seating arrangements, space, labelled and easily accessible resources.

Direct teaching (PSHE and SMSC)

- Knowing how to behave appropriately and be an active and positive member of the community is part of our taught curriculum (see PSHE policy and scheme of work)
- Teachers will teach a wide range of social skills through discussion, practical activities, circle time and through other curriculum areas such as literacy. By their nature, social skills are complex and children will develop these skills at different rates and to differing levels of ability as they do with other subjects we teach. They will therefore make mistakes and these mistakes, such as a dispute between friends at lunchtime, can be used as an opportunity for the teacher to help pupils learn how to extend their strategies and develop their skill level.

Pupil Voice

Our pupils have the opportunity to practise their skills and abilities in citizenship through the School Council, The House System, Self-Evaluation in Pupil Interviews, PTA, Eco-Warriors. The School Council have a budget and are consulted about the School Development Plan and will influence and change school practice.

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3.Rewards

Wherever possible we aim to encourage pupils to actively participate in school life and to take responsibility for themselves and to care for others. Being rewarded for having polite and helpful behaviour not only reinforces the positive behaviour we want to promote but also develops pupil self esteem, feelings of self worth and well being. It is important that all our pupils feel able to achieve success and experience rewards for their efforts. Staff need to ensure that they act fairly when distributing rewards but some children may have a particular difficulty or special need that may require some additional or particular support and encouragement.

A. Rainbow Time

- Every child has twenty minutes of Rainbow Time allocated to them at the start of each week.
- They can choose to spend their minutes from a range of offered activities during the time set aside for ‘Rainbow Time’ each week. Older children can bring in items for Rainbow Time
- Pupils who adhere particularly well to some aspect of the Rainbow Rule may earn themselves additional minutes. Children achieving over 30 minutes in the week will have their names put in a box which is drawn on Monday assemblies. 5 tickets will be drawn each week.
- Pupils who break a Rainbow Rule may lose minutes
- Children who have not been on 1,2,3 Magic Chart during the day gain a minute for that day
- Any child who receives more than 30 minutes in a week will have a raffle ticket which goes in a box may have a dip in the Golden Box to receive a small prize – this will gain House points.
- Rainbow Time is not carried forward into the next week.

B. House points – to be developed

- Children can earn house points or stickers either for good work or good behaviour. They are given a paper record to put in the box in their class room. These are then collated by the house leaders each week. Any children who is given a sticker for good work or behaviour also gets a house point.

C. Class and team based rewards


These include

- Pupil of the week
- Special days
- Stickers
- Sharing good work with colleagues
- Presentations
- Visit Zone Leader, different teacher for special praise
- Visit Head teacher – Sticker/HT Award Sticker/HT Award Badge/HT Award Sticker and sign HT Award Book – certificate to take home to parents and logged in SIMS

4. Sanctions – the Restorative Approach

It is always more desirable to reward rather than use sanctions but sometimes it is necessary in order for children to experience the consequences of operating outside the agreed expectations for our school. Staff need to be aware that this can have a negative impact on pupil self esteem. It is therefore important to separate the deed from the person. It is always important to take a measured approach to a problem and not to act impulsively. **All behaviour incidents must be logged on SIMS.** It is usual to log any incident that is a cause for concern.

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<p>Withdrawal of privileges</p> <ul style="list-style-type: none"> ➤ 1,2,3 Magic System – If children get to stage 3, they have 5 minutes time out. If they do not comply, they miss a playtime and complete a Thinkabout it sheet ➤ Loss of Rainbow Time ➤ Use of the 5 Questions (used consistently by all staff in all situations which require management) ➤ Loss of playtime ➤ Use of 'Think About it ' Sheets ➤ Write a letter of apology ➤ Uncompleted work is completed in playtime (at discretion of the teacher) <p>Separation</p> <ul style="list-style-type: none"> ➤ Removal from usual group/table/seat to sit alone ➤ Removal from the classroom ➤ Zoned Play: Separate play zone with a friend – plays with other children under licence; removal of playtime, playtime at another time ➤ To work outside the classroom but within the teacher's vision – 1,2,3 magic Time out – 3 minutes ➤ To work with another teacher. A clear hierarchy needs to be followed through in order to illustrate the growing seriousness of the behaviour. <p style="text-align: center;">Take the child to</p> <ul style="list-style-type: none"> ✓ colleague ✓ Zone Leader ✓ Deputy head teacher, ✓ Head teacher. 	 <p>5 Questions</p> <ol style="list-style-type: none"> 1. What happened/what's happening? 2. What were you thinking/feeling at the time? 2a. What do you feel/think now? 3. How have you and others been affected? 4. What do you need? 5. What do you need to do to put things right?
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Serious or persistent incidents – Wave 3

A serious incident or persistent concerns should be shared with the Head teacher and may involve

- Regular monitoring by way of a class record card. This would be established after consulting with the team leader. Parents will usually be informed and involved. Children choose rewards
- If this fails to modify behaviour, this can be escalated into a Red Report Card which is monitored by the Head Teacher and SMT and implemented after consultation with the parents.
- Devising a behaviour contract. This may be appropriate, and can be drawn up after consulting with the Head teacher.
- Parental involvement for behaviour should be done in consultation with the Head teacher.
- Exclusion **is a decision for the head teacher**. This outcome would only be considered after a very serious incident or a prolonged period of concern. **This would be a very unusual outcome and would be a last resort.** Procedures must follow county guidelines.

5. Parental Involvement

At Fenstanton and Hilton school we work in partnership with parents as well as pupils. We have a home school agreement that is sent out each term. We believe that it is important that parents support and understand our school aims and work with us to ensure that their children behave appropriately.

Clear communication between home and school is a very important. Parents need to be informed about school expectations and how their child is responding to these expectations. This communication link is developed by the following strategies

- The Relationships and Behaviour policy is distributed to all parents when their child starts school. A copy is on the school website
- Parents are asked to sign the Home-School Agreement: this has been drawn up from a working group of staff, children and Governors
- Parent/teacher consultations take place each term

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- Parents will be contacted by the class teacher if there is a day to day problem
- The Head teacher (or senior member of staff) will contact parents if there is particularly disruptive behaviour or a persistent problem.
- Parents should praise pupils when they have earned a Rainbow Time Lucky Dip or House Points

6. Staff Support

All members of staff are expected to model polite and considerate behaviour in keeping with the ethos of our school and to behave in a professional and caring manner with pupils, colleagues and parents. Staff will monitor the behaviour of everyone within school. Any member of staff can and should challenge children if they suspect that the behaviour does not conform to the expectations as set out by this policy. All members of staff can apply sanctions. All members of staff can give and withdraw Golden Time.

Staff are expected to abide with those policies linked with their contract of employment and those of the school. Policies that relate to professional conduct and to this policy include

- Code of Conduct for Fenstanton and Hilton School Staff
- Positive Handling, the Team Teach approach
- Safer Code of Conduct for employees working with young people (2014).
- Anti-bullying Policy
- Child Protection
- Whistle Blowing.
- Internet Safety
- Teaching and Learning

7. Lunchtime Arrangements

Pupils are expected to behave just as well at lunchtime as they do at other times of the day. Lunchtime staff should be aware that children are learning *how to* behave appropriately. Many valuable learning opportunities will occur at lunchtime and it is during the less structured parts of the day that some pupils find particular difficulties. Lunchtime staff will be made aware of those pupils who may need additional monitoring or support.

Lunchtime staff will

- ✓ Model polite and considerate behaviour
- ✓ Consciously build relationships with the children and talk to them socially
- ✓ Use the 1,2,3 Magic Approach to allow children to self correct and take responsibility
- ✓ Closely monitor pupil behaviour and use the 5 Questions consistently
- ✓ Intervene tactfully when they anticipate a problem
- ✓ Intervene quickly and decisively in issues related to safety or bullying
- ✓ Challenge inappropriate behaviour and apply sanctions(having used the 5 questions)
- ✓ Praise good behaviour and provide encouragements through rewards
- ✓ Help pupils to think through a range of strategies to solve problems
- ✓ Consider ways to support and encourage purposeful play
- ✓ Feedback information to other staff

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Sanctions and rewards related to lunchtime are consistent with those at other times

Lunchtime staff will use the same sanctions and rewards as for the whole school. They will use the 1,2,3 Magic system. However, they may need additional support to resolve a problem. In such instances the pupils will be brought in from the playground and will be dealt with by

- I. The senior lunchtime supervisor who will consult the Class teacher or SMT if necessary
- II. Deputy Head teacher
- III. Head teacher.

A log will be kept of such instances; these will be logged on Sims on the individual children's log.

Problems/ poor behaviour/ very good behaviour will be communicated to the class teacher at the end of lunchtime to tie in with 1,2,3 Magic records, House points and Rainbow Time.

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The Start/Stop List

A Definition of desirable and unacceptable behaviour in school

A. Anywhere in school

Desirable behaviour	Unacceptable behaviour	Sanctions
Be Respectful and tell the truth <ul style="list-style-type: none"> ➤ Polite and well mannered e.g. using names to address people, please and thank you etc. ➤ Listening to staff and speaking calmly ➤ Responding positively to reasonable requests ➤ Respect our property, care for building and grounds ➤ Be neat and tidy 	Wave 1 – usually 1,2,3 Magic (to warn) <ul style="list-style-type: none"> ➤ Answering back or interrupting the staff in a rude way ➤ Shrugging and ignoring staff requests ➤ Fiddling with things when you are meant to be listening ➤ Touching someone else's property ➤ Breaking other people's toys / models / drawing on someone else's work ➤ If someone has asked you to stop & you don't stop ➤ Throwing things ➤ Not using things properly 	<u>1,2,3 Magic – Countable offences:</u> <ul style="list-style-type: none"> ➤ Calling people names / putting them down ➤ Calling out / talking when someone else is talking ➤ Not being where you should be ➤ Swearing ➤ Pushing people ➤ Running in school
	Wave 2 <ul style="list-style-type: none"> ➤ Telling lies ➤ Swearing ➤ Vandalism ➤ Wilful/reckless damage of property and plants ➤ Throwing litter about 	Losing Rainbow Time especially for physical harm to another child should be implemented in conjunction with 'Think About It' sheets Missing playtimes to catch up on work Restorative behaviour e.g. litter picking/helping wipe tables/going to back of lunch queue Combat deception – lesser sanction if own up
Be Kind: Kind words, kind hands, kind feet <ul style="list-style-type: none"> ➤ Considerate towards others ➤ Listening to others ➤ Helping others and being kind ➤ Taking responsibility ➤ Being honest ➤ Respecting other people's views and opinions ➤ Valuing other people's differences ➤ Encouraging and supporting others ➤ Inviting friendship ➤ Respecting other people's belongings 	Wave 1 <ul style="list-style-type: none"> ➤ Pushing and shoving ➤ Hitting ➤ Kicking ➤ Teasing 	1,2,3 Magic Counting to warn – then 1 lose 1 minute
	Wave 2 <ul style="list-style-type: none"> ➤ Biting ➤ Spitting ➤ Deliberately hurting others either physically or verbally ➤ Teasing repeatedly ➤ Gossiping and telling lies about others ➤ Racist/Homophobic or SEND comments ➤ Belittling or putting others down ➤ Threatening others 	3 minutes 3 minutes 3 minutes 2minutes 2 minutes 5 minutes and report to Head <i>Losing Rainbow Time especially for physical harm to another child should be implemented in conjunction with 'Think About It' sheets or restorative discussions</i>

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	Wave 3 <ul style="list-style-type: none"> ➤ Stealing ➤ Bullying 	Highest level of response to serious and repeated misconduct. e.g. Red Card Report, Risk Reduction Plans, Behaviour Plan, Exit Risk assessment Exclusion etc, may include formal Restorative process, shared with parents and monitored over a longer period. Head, SMT and parents will be involved
Be Responsible and try your best Be a Rainbow Learner <ul style="list-style-type: none"> ➤ Working hard ➤ Keeping to task ➤ Motivated and enthusiastic ➤ Doing your best 	Wave 1 <ul style="list-style-type: none"> ➤ Calling out ➤ Refusing to cooperate ➤ Off task behaviour ➤ Disturbing others ➤ Flouting class rules 	1,2,3 Magic
	Wave 2 <ul style="list-style-type: none"> ➤ Flouting rules repeatedly ➤ Lazy, opting out of tasks, wilful lack of work ➤ Disrupting others so they are stopped from learning. ➤ Cheating 	Loss of Rainbow Time 2 minutes 3 minutes and complete work at playtime 5 minutes timeout and 5 minutes Rainbow Time 5 minutes Rainbow Time
Be Safe and where you should be <ul style="list-style-type: none"> ➤ Keeping self and others safe ➤ Playing and having fun but not hurting or spoiling anyone else's game ➤ Being where you should be. ➤ Remembering safety advice whilst in school and on school visits ➤ Using the internet with staff supervision 	Wave 1 <ul style="list-style-type: none"> ➤ Running in school ➤ Playing games that can hurt themselves or others ➤ Going in areas you should not go ➤ Coming into the school building without supervision ➤ Ignoring instructions from staff Not sitting on your chair properly 	1,2,3, Magic to warn first Loss of Rainbow Time 1 minute
	Wave 2 <ul style="list-style-type: none"> ➤ Running off and hiding ➤ Repeated ignoring of staff instructions 	3 minutes
	Wave 3 <ul style="list-style-type: none"> ➤ Going off premises ➤ Using the internet without permission ➤ Misuse of STARZ, Social Media 	Highest level of response to serious and repeated misconduct. e.g. Red Card Report, Risk Reduction Plans, Behaviour Plan, Exit Risk assessment Exclusion etc, may include formal Restorative process, shared with parents and monitored over a longer period. Head, SMT and parents will be involved
Respect for property <ul style="list-style-type: none"> ➤ Caring for our building and grounds ➤ Being neat and tidy 	<ul style="list-style-type: none"> ➤ Vandalism ➤ Wilful/reckless damage of property and plants ➤ Throwing litter about 	Wave 3 – serious – repair – inform parents etc Wave 2 – 3 minutes Wave 1 – 1 minute

Wave 1: Responses in the classroom/ by member of staff present

Reminders: eg to walk in school – remember balance of 80 “Start” behaviours to 20% “Stop” behaviours

The children have agree the following countable offences for 1,2, 3 Magic:

- Fiddling with things when you are meant to be listening
- Touching someone else's property
- Calling people names / putting them down
- Not sitting on your chair properly
- Calling out / talking when someone else is talking

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- Not being where you should be
- Breaking other people’s toys / models / drawing on someone else’s work
- Swearing
- Pushing people
- Throwing things
- Not using things properly
- Running in school
- If someone has asked you to stop & you don’t stop

NB: Losing Rainbow Time especially for physical harm to another child should be implemented in conjunction with ‘Think About It’ sheets

Missing playtimes to catch up on work

Restorative behaviour e.g. litter picking/helping wipe tables/going to back of lunch queue

Combat deception – lesser sanction if own up

Losing Rainbow Time (consistent number of minutes for different behaviour):

1 minute	2 minutes	3 minutes
Interrupting Answering back Shrugging Pushing and shoving Calling out	Hitting Kicking Teasing/ Belittling/ put downs Non-Cooperation	Swearing Lying Biting (first offence) Spitting (first offence)

NB: Losing Rainbow Time especially for physical harm to another child should be implemented in conjunction with ‘Think About It’ sheets

Missing playtimes to catch up on work

Restorative behaviour e.g. litter picking/helping wipe tables/going to back of lunch queue

Combat deception – lesser sanction if own up

Wave 2: Responses to repeated or serious misconduct

Actions include:

Head/ Teacher contacts parents

Pupil sees Head and/or SMT

Restorative discussion with Teacher and pupils – Stage 1

Restorative discussion with Head/SMT and pupils – Stage 2 – could be taken to Wave 3

Think about it sheets

Home/School books to monitor repeated misconduct

Wave 2 Behaviour
Racist, homophobic, sexist, disability comments Repeated teasing/ belittling Bullying Repeated acts of violence Lack of cooperation/disregard for a teacher’s instruction

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Vandalism
Threats or threatening behaviour
Stealing

Wave 3: Highest level of response to serious and repeated misconduct. e.g. Red Card Report, Risk Reduction Plans, Behaviour Plan, Exit Risk assessment Exclusion etc, may include formal Restorative process, shared with parents and monitored over a longer period. Head, SMT and parents will be involved

Wave 3 Behaviour

Repeated, continued and serious behaviour of any kind including:

- Racism
- Homophobic behaviour
- Disability discrimination
- Violence
- Vandalism
- Disrespectful behaviour

Wave 3 Responses from SMT and Head to serious misconduct

- 1 Internal playtime/ learning exclusion – short – recorded on SIMS – use thinkaboutit sheet – parents not usually informed unless it is repeated and continuous**
- 2 Internal exclusion playtime or learning: 1, 2 or 3 day – contact parents – letter – back under license – parent meeting on return – Behaviour or Learning Plan – use of SEND support toolkits -**
- 3. External fixed term exclusion 1,2 3 day or longer – clear guidelines and checklist for Head to follow – Parent meeting and letters -**
- 4. Last resort – permanent exclusion**

B. At Lunchtime in the Dining Room – all of the above apply.

Desirable Behaviour	Unacceptable Behaviour	Sanctions
Be respectful and tell the truth Good table manners <ul style="list-style-type: none"> ✓ Keeping in seat ✓ Speaking in a quiet voice ✓ Eating with a closed mouth ✓ Using a knife and fork appropriately ✓ Eating main course first ✓ Putting rubbish in the bin 	Rude and selfish behaviour Wave 1 <ul style="list-style-type: none"> ✗ Being careless with how you eat ✗ Changing seats mid way through a meal ✗ Shouting across the table or the room ✗ Leaving the table in a mess Wave 2 <ul style="list-style-type: none"> ✗ Throwing food or deliberately discarding food onto the floor ✗ Asking/begging others for food ✗ Interfering with someone else's lunch box/lunch/drink 	1,2,3 Magic should be tried to allow child to come back on track If continued non-compliance then lose 1 minute Lose 2 minutes

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[illegible]

B. On the School Bus

Desirable Behaviour	Unacceptable Behaviour	Sanctions
Be respectful and tell the truth <ul style="list-style-type: none"> ✓ Obedient to Bus Supervisor ✓ Speaking in a quiet voice ✓ Respecting seating spaces 	Rude and selfish behaviour Wave 1 <ul style="list-style-type: none"> ✗ Not following bus supervisor instructions ✗ Sitting in the wrong seats ✗ Going upstairs when should be downstairs ✗ Shouting across the Bus Wave 2 <ul style="list-style-type: none"> ✗ Eating on the bus 	1 remind of rule Tell staff Lose 2 minutes Internal Exclusion, loss or Rainbow Time
Be Safe and where you should be Safe and helpful behaviours <ul style="list-style-type: none"> ✓ Sit in designated place ✓ Helping younger pupils ✓ Seatbelt on while the bus is moving 	Unsafe and unhelpful behaviours Wave 1 <ul style="list-style-type: none"> ✗ Pushing and shoving in the bus ✗ Ignoring the needs of others ✗ Not walking with partner or caring for them Wave 2 <ul style="list-style-type: none"> ✗ Running around the bus ✗ Removing seatbelt ✗ Making other pupils feel uncomfortable or scared of you ✗ Racist/homophobic/disability/SEND related comments 	Remind of Rule Tell school staff Lose 2 minutes Lose 3 minutes Internal Exclusion, loss or Rainbow Time

This Policy will be reviewed on a three yearly basis but revisited each year for minor amendments.

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Appendix A

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Monitoring and Supporting Behaviour: Learning, Conduct and Emotional Behaviours

Name		Class		Year	
Teacher		SEND?		Date	

	Never	Rarely	Sometimes	Often	Mostly	Always
Colour and symbol	Red (.)		Yellow (/)		Green (X)	
Score	0	1	2	3	4	5

EXPECTED BEHAVIOURS AT FHPS

Be Safe and where you should be.	Be Kind and use kind hands, feet and works	Be Respectful	Be Responsible – be honest and tell the truth	Be a Rainbow Learner – Responsible, Resilient, Reflective Resourceful			
Conduct Behaviour – Actions – Kind hands, feet and words							
Be respectful to ALL staff eg listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back			1				
Be respectful to ALL peers eg interacts politely, listens, take turns, shares, does not dominate, provoke, push in , take equipment from others			2				
Seeks attention appropriately eg. Does not distract or interfere with others, talk over someone else, call our, deliberately disrupt			3				
Kind words eg is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc.			4				
Kind hands and feet eg is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc			5				
Be respectful to property eg cares for books and equipment, does not steal, damage, destroy, vandalise, drop litter, break			6				
Emotional Behaviour							
Has empathy eg is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring			7				
Has good social skills eg interacts appropriately with others, has some friends, does not appear isolated			8				
Be happy eg has fun at appropriate times, joins in , smiles, laughs, is cheerful, does not appear unhappy, withdrawn or tearful.			9				
Be resilient and confident eg has self esteem, positive self			10				

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image, relaxed, brave learner, outward going, resilient and robust, does not fear failure, new things or risk taking.							
Be emotionally resilient eg has self control, patience , is not easily annoyed by others, does not suffer mood swings, over react, lose control, run away etc.	11						
Is responsible eg will own up when things go wrong, accepts mediation, does not blame others, lie bear grudges etc	12						
Rainbow Learning Behaviour and Effort: Responsible, Resilient, Reflective and Resourceful							
Be responsible and attentive eg shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not distract others	13						
Be resourceful and organised eg works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment	14						
Be an effective communicator eg clear coherent audible speech, good eye contact, takes part in class discussion, will reflect offer answers and ideas, volunteer	15						
Teamwork: Be an effective group worker eg take part in discussion, contribute ideas, listens well, works collaboratively, takes responsibility within the group	16						
Be a resourceful and independent learner eg requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them, know lesson objectives, reflective – thinks for themselves	17						
Be a resilient and brave learner eg Will take a learning risks, reflects on mistakes – understands that mistakes support learning, keeps on trying when tasks are hard	18						
Is punctual and on time for school	19						
Attends school regularly – at least 90% expected – 95 % + ideal	20						
Total points	100						

Inadequate	Unacceptable	Borderline	Acceptable	Good	Outstanding
0-19	20-39	40-54	55-74	75-89	90-100
Red	Red	Amber	Amber	Green	Green

Appendix B – "Thinkaboutit" Sheet – incorporating the 5 Questions

FHPS: Restorative Approaches: Here to help

Name:

Date:

"We have a problem, we can sort it out."

Five Questions to help you think about it!

What happened? What's happening? Who? When? Where? Why? What?	Give clear details, please.
What were you thinking and feeling at the time?	
What do you think and feel now?	
How have you and others been affected?	
What do you need for yourself?	
What do you need to do to put things right?	

Fenstanton & Hilton Primary School
 "Passionate about Learning"

Appendix C: Overview Supporting Behaviour and Self Esteem.

