

Pray, Learn, Achieve and Celebrate Together



Behaviour Policy

A new commandment I give unto you: that you love one another as I have loved you."

John 13:34

Written: February 2024

St Gabriel's Mission Statement

Pray, Learn, Achieve and Celebrate Together

St Gabriel's Catholic Primary School is a nurturing and inclusive community, united through the love of Jesus and inspired by Christian values to share the Good News.

A new commandment I give unto you: that you love one another as I have loved you.
John 13:34

Our Mission will be fulfilled through living in accordance with our school prayer:

"Treat others as you would like to be treated yourself,"

St Gabriel's Behaviour Policy has been designed to promote good behaviour whilst developing an ethos of kindness and co-operation as well as deterring anti-social behaviour. The principles of this policy are a means of promoting good relationships, so that people in the school community can work together with the common purpose of helping everyone to achieve. At St Gabriel's we have high expectations of child and adult behaviour. Children should also be rewarded for displaying good behaviour and this should be acknowledged by all staff in school. We expect all members of the school community to behave in a positive and thoughtful manner that reflects the aspirations of the school's Mission Statement.

This policy has been written in accordance with all relevant statutory and good practice guidance including, but not limited to, the following:

- Keeping Children Safe in Education 2023 (Draft)
- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'
- Statutory guidance to school exclusions
- DfE guidelines - See appendix 1

Aims

The Behaviour Policy aims to:

- Promote good behaviour, self-discipline, and respect
- Prevent bullying
- Ensure pupils' complete assigned work
- Regulate the conduct of pupils in school
- To foster positive, respectful attitudes towards everyone where achievements at all levels are acknowledged and valued.

Statement of Principle:

At St Gabriel's we aim to ensure that we:

- Encourage a calm, purposeful, happy and welcoming atmosphere within the school, thereby enhancing the learning environment
- Promote good behaviour, self-discipline and the respect shown by pupils for themselves and each other
- Foster positive caring attitudes towards everyone and ensure achievements at all levels are acknowledged and valued
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- Have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- Make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- Help children, staff and parents have a sense of direction and feeling of common purpose
- Develop in each child a sense of worth, self-esteem, tolerance and respect for others
- Provide a clear and consistent understanding by children, staff and parents of expected levels of behaviour
- Ensure all adults use take responsibility in promoting consistently positive behaviour

Expectations and responsibilities

Our school rule is clear, consistent, and embedded to promote excellent behaviour:

"To treat others as I would like to be treated myself."

This is displayed and embedded through the living out of our Core Values:

Respect	We respect others and their property
Love	We are kind, caring and helpful; we think about others and do not hurt other people's feelings
Forgiveness	We ask for forgiveness when we have done something wrong, and we do not hold grudges
Honesty	We are honest and never hide the truth
Courage	We show courage when things are difficult and keep on trying
Effort	We work hard and do not waste time
Responsibility	We take responsibility for our own actions

In encouraging all members of the school community to follow the school's Core Values, we strengthen our understanding that 'Positive Behaviour' reflects the teachings and Gospels of Jesus Christ.

Staff responsibilities (SMT, SLT, Teachers, Teaching Assistants, Pastoral Support, Site Manager, Kitchen and Administrative Staff)

All staff are responsible for promoting and enforcing positive behaviour outcomes and addressing behaviour that is not in keeping with the school's Core Values.

We develop good behaviours and positive learning attitudes by:

- Deliberately and purposefully looking for opportunities to praise good behaviour and positive choices and acknowledge these
- Giving praise in front of others using specific praise. (Use the child's name and praise the effort or process and say the outcome of the effort shown)
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep the emotional response for when it is most appreciated by children
- Demonstrate care and compassion

Rewards

The school expectations must be explored and made explicit with all of the classes, so they know what the rules look like throughout our school and in their class.

The school reward system is Class Dojo; this is accessible to all children and promotes both personal and collective achievement. Class Dojo points are given to children for following school expectations and for those who demonstrate exceptional effort for behaviour and learning. We will also issue Dojos in line with our school's Core Values. Rewards will be distributed and acknowledged in the following ways:

	Achievement	Reward
Individual	Including but not limited to: effort, processes followed, no giving up and following the school's Core Values and school rules.	1 dojo
Class	1000	Class reward – activity to participate in together

Adaptations for Preschool/Reception

Daily Dojo winner – child with most Dojo points that day receives certificate/sticker

Good class choices/collective behaviour – marble in the jar. Class reward when marble jar is full.

In addition:

- Weekly certificates are given for children demonstrating the school's Core Values and rules.
- Postcards home – nominated by class members to class members for demonstrating Core Values
- Children will be able to access Golden Time enrichment activities for 30 minutes on a Friday afternoon if their behaviour throughout the week has been positive. (see Sanctions)

Sanctions:

All staff will agree the school's expectations with the children and are responsible for addressing any behaviour that is not line with school expectations and our Core Values. Children will be praised for following school expectations and implementing the Core Values. However, when school expectations are not followed the subsequent actions will be take place:

<u>Early Years</u>	<u>Key Stages 1 & 2</u>
<p>Step A - Remind child of school expectations - be consistent in the language and approach used for each child – refer back to core values.</p> <p>Step B- If behaviour continues. Child moves from sunshine to thinking cloud –(picture moved by class teacher/TA). Adult to be specific with the child as to what behaviour is unacceptable and explain the child's choices and consequences.</p> <p>Step C – If behaviour continues. Move from thinking cloud to the rain cloud. Time out linked to age of child – (3 or 5 minutes) and to be recorded on time out visual in class. A short modelled restorative conversation to take place with TA/Teacher. This must be logged on CPOMS as low-level behaviour. After this conversation move back to sunshine.</p> <p>If child has 2+ time outs in a day, child to miss 5 minutes of Golden Time*. This is to be recorded on Time Out visual in class. A restorative conversation to be had with buddy teacher.</p> <p>Follow on to Step 6 for the whole school.</p> <p>*For any amount of missed Golden time, restorative activity to be completed during missed minutes.</p> <p>Class teacher/TA to complete behaviour log (appendix 10) for any behaviour incidences that result in missed Golden Time. This then to be logged on CPOMS under Behaviour, assigned to Mrs Hughes EYFS/KS1 or Mrs Lord KS2.</p>	<p>Step 1- Remind child of school expectations - be consistent in the language and approach used for each child</p> <p>Step 2- Child moves from sunshine to thinking cloud – (initials moved by class teacher/TA)</p> <p>Step 3a (1st instance) - Move from thinking cloud to the dark cloud. During the next break/lunchtime restorative conversation to take place with TA/Teacher. After this conversation, move back to sunshine.</p> <p>Step 3b - (2nd instance) – Move to 2nd darkest cloud – child to have 5 minutes under supervision of buddy class. Restorative conversation to take place with buddy teacher/ta at break/lunchtime. Log on CPOMs as low behaviour with scan of restorative conversation form.</p> <p>Step 4 - Move to the rain cloud - 5 minutes Golden Time to be missed.</p> <p>Step 5 - Move to the thunder cloud - 10 minutes of Golden Time to be missed.</p> <p>*For any amount of missed Golden time, restorative activity to be completed during missed minutes.</p> <p>Class teacher/TA to complete behaviour log (appendix 10) for any behaviour incidences that result in missed Golden Time. This then to be logged on CPOMS under Behaviour, assigned to Mrs Hughes EYFS/KS1 or Mrs Lord KS2.</p>
<p>Step 6 - If a child has moved down the sunshine tracker to the thunder cloud 3 times in a week or has lost Golden time three times in a week in Early years, then a conversation is needed with child, parents,</p>	

class teacher and Key Stage leader/SENDCo to set behaviour targets for the following 2 weeks. (Informal Stage)

At this point, clear communication with parents is vital as parental support is essential in helping to establish positive behaviour within school.

Step 7- If behaviours continue after the informal stage, a formal Personal Target Plan will be set.

*Each day children move back to the sunshine to start afresh.

Intervention/support levels - Managing Behaviour:

The table below outlines some of the behaviours that might be displayed in school by children and supports staff in deciding how the situation needs to be dealt with.

	Classroom Teacher/TA/Buddy teacher	SLT ↓ Safeguarding Manager ↓ SMT	
Behaviour	<ul style="list-style-type: none"> ➤ Child daydreaming ➤ Looking around ➤ Talking (non-disruptive) ➤ Talking (distracting others) ➤ Slow to complete work ➤ Arguing with peers ➤ Disrupting learning ➤ Rudeness to staff ➤ Throwing small equipment ➤ Continual talking ➤ Racist incidents (Discrimination) ➤ Swearing directly at an adult ➤ Climbing on school property ➤ Fighting 	<ul style="list-style-type: none"> ➤ Repeated refusal to follow instructions ➤ Leaving the classroom ➤ Refusal to come in from playground <p>Consistent behaviours initially dealt with by Class teacher or Buddy teacher needs to be escalated to SLT.</p>	<ul style="list-style-type: none"> ➤ Aggressive upturning of furniture ➤ Deliberate violence towards a child in the classroom or themselves ➤ Physical violence towards staff ➤ Leaving the school grounds
Behaviour must be categorised accurately on CPOMs for SMT to monitor.			

Support procedure provided by SMT following persistent or extreme behaviours

If a child needs more encouragement to make positive choices or to follow the school rules, (or accesses Engagement Centre, Three Towers or has a PSP) they will be given a personal target card. (See appendix 12). Targets are made in agreement with the child, their emotionally available adult and the child's parent as deemed necessary.

Target cards are implemented in relation to the child's needs, ensuring children receive the individual level of behaviour support required for their needs. Children receive points between 1-5 for each session in relation to their set targets and a total points target is set for each day.

Step 1- Class teachers must implement the rewards and sanction systems as outlined above and use de-escalation strategies and seek advice from:

- Key Stage 2 leader - Mrs Lord (KS2)
- Safeguarding Manager - Mrs Ashurst
- SENDCo - Mrs Hughes

Conversation with parents will be held to set simple targets and begin to plan support and review after 2 weeks. Child will report to a senior member of staff, TA or Teacher, at three points during the day: Playtime, Lunchtime and Home Time.

Step 2- If behaviours continue and limited impact is seen from the above implementation at Step 1, the class teacher, parents, SENDCo/Key Stage 2 lead and the child are to establish a Risk Assessment and Personal Plan. See Appendix 12/ (Beginning of formal stage) Personal Plan (IBP) to identify:

- Trigger points
 - Unacceptable behaviours
 - Targets to improve behaviour
 - Actions to be taken (intervention groups within school, scoring of timetables, ABC trackers to be completed daily, patterns to be identified and monitored, triggers to be established and who will monitor on a daily basis)
- Adaptations to the rewards and sanctions

At this point, for children who have a daily target plan actioned as a result of poor choices/not following school rules, daily communication needs to be had between teachers and parents, either via face to face contact, phone call or Dojo message to inform parents of child's behaviour during the day. This needs to be agreed during the initial IBP meeting. The IBP needs to be reviewed with parents after 4 weeks. The review needs to involve Class teacher, SENDCo/Key Stage 2 Leader and, if possible, the child, so new actions and targets can be set. If improvements have been made, continue to monitor.

If no improvements have been demonstrated, move to step 3

Step 3 - After the 4 weeks' review, if no changes in behaviour are seen refer to BST/TESS/EP, plus other additional agencies such as the Safeguarding Hub if necessary for additional support and intervention. The Safeguarding Manager is to begin to hold meetings with parents, Class teacher and child when appropriate. The Safeguarding Manager is to monitor the impact and review the interventions in place when needed and amend IBPs.

The class teacher however, must continue to make daily contact with parents, informing them of their child's behaviour.

Step 4 - If the additional support is having limited impact and a child is at risk of exclusion, a PSP or Early Help may need to be established. A referral for EHC may need to be actioned by the SENDCo. Deputy/Head teacher to speak to parents at this point regarding the severity of the child's behaviour and what the next actions are. This step may need to be actioned sooner than outlined above if behaviour is deemed as extreme or is putting themselves or others at risk.

A Pastoral Support Plan or Early Help will be actioned at this point and a referral to Engagement Centre or Three Towers (PRU) may be made.

The final step, after all measures have been put in place and behaviours continue, may result in a fixed term or permanent exclusion, following the guidelines set out in the DFE document:

<https://www.gov.uk/government/publications/school-exclusion>

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion updated September 2022

(See further information above)

[SEND with Social, Emotional and Mental Health needs.](#) (Refer to SEND Policy)

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the pupil.

In the first instances support will be provided by:

- Quality first teaching focusing on developing social and emotional skills
- Use of Zones of Regulation to be used to encourage children to manage their own emotions and give time to be ready to work
- Small group work will be put in place using intervention such as Social Stories, It's Good to Be Me, Lego Therapy
- 1-1 intervention will then be planned to focus on more therapeutic aspects such as work in Forest School, cooking, game playing, school counsellor
- Support from external agencies will be actioned and advice implemented. This may be an adapted timetable with increased adult support
- All support provided will be recorded in an Individual Behaviour Plan or Personal Handling Plan
- A PSP or Early Help will be actioned
- EHC referral will be made

- Attendance at a short-stay placement away from mainstream school could be planned for, such as the Engagement Centre or Three Towers
- Final resort could be fixed or permanent exclusions

The school's SENDCo will facilitate an assessment of a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified with a pupil, we will liaise with external agencies and plan support programmes for the child. We will work with parents to create the plan and review it on a regular basis.

See also:

- Appendix 2 Pupil transition
- Appendix 3 Physical intervention and use of reasonable force
- Appendix 4 Power to search without consent
- Appendix 5 The Power to discipline outside the school's gates
- Appendix 6 The Use of Time Away/ Working in an individual workspace
- Appendix 7 Child on Child abuse
- Appendix 8 Restorative conversation documents
- Appendix 9 Golden Time Restorative Activity
- Appendix 10 Behaviour log (Golden Time)
- Appendix 11 Behaviour contract
- Appendix 12 Target Card

Roles and responsibilities

Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (see above)

The Governing Body will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

The Head Teacher

- The Head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, considering the school's statement of behaviour principles. The Head teacher will also approve this policy.
- The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff including TAS and support staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents onto CPOMS
- The senior leadership team will support staff in responding to behaviour incidents

Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

MONITORING THE POLICY

The policy will be monitored by:

- Pupil voice
- All staff when moving around school
- % of children achieving certificates and class rewards
- Rate at which children are earning the rewards
- Peer observations both TA and teachers
- Formal planned observations
- Governors to keep track of incident logs
- Behaviour logs and IBPs
- Visitor comments
- CPOMS entries

SUCCESS CRITERIA:

- Children's attitudes towards learning
- Increased participation
- Greater consistency
- Children know the policy rewards and consequences
- Decrease in suspensions
- Vast majority of children receive full reward time
- Reduced number of incidents being recorded on CPOMS
- Decreased in exclusions

Reviewing the Policy

Policy will be reviewed annually at the Full Governors meeting

Appendix 1 - DFE Guidance materials

'Behaviour and Discipline in schools' January 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Use of Reasonable Force

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Exclusion Statutory Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Keeping Children Safe

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Searching confiscation advice.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Staff at St Gabriels' will under no circumstances use corporal punishment to discipline a child. *Early Years Statutory Guidance 2022*

Policies and guidance materials that work in conjunction with the School's Behaviour Policy

- Anti-Bullying Policy
- Physical Handling Policy
- Physical Handling Plans
- Exclusion Policy
- Equal Opportunities Policy
- E-safety Policy
- Special Needs Policy
- Special Needs Local Offer
- Staff Handbook and Code of Conduct
- Schools Complaints Procedure
- Schools Mission Statement
- Allegations of Abuse Against Adults in School
- Child Protection Policy
- Attendance Policy
- PREVENT

Appendix 2 – Pupil Transition

To ensure a smooth transition at various stages we ensure:

- All information will be gathered from previous settings
- Transition meetings will be held
- Contact will be made with child's Health Worker or School Nurse
- Close liaison with any external agencies will be established
- Plans for intervention will be developed in conjunction with parents, other settings and outside agencies involved
- Pupils will have transition sessions with their new teacher in the last three days of term
- In addition, staff members hold transition meetings. All key information is shared, this must include any plans, routines or adapted rewards and sanctions in place that help promote and support positive behaviours
- Behaviour is continually monitored, and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the end of the term or year
- Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools
- Outside agencies such as CAMHS will be used for identified vulnerable children transferring to High School
- Safeguarding Manager will liaise with High Schools to arrange additional sessions for vulnerable children and transfer key information on how their behaviour is managed

Appendix 3 – Physical intervention and use of reasonable force

What is reasonable force?

See Use of Reasonable Force document by DFE

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of force will only be employed if the circumstances of the particular incident warrant it. Physical interventions will never be used punitively and will only be used where they are in the best interests of the pupil or of other pupils. For example, if a pupil was attacked by a classmate and would be likely to suffer serious injury if a staff member did not use force to restrain the aggressor, the use of physical force would be necessary to prevent harm to another pupil.

The DFE outlines that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Physical Intervention is seen as just one element of our school's behaviour policy and will only be used as a last resort when every de-escalation strategy has been used to prevent situations escalating.

However, there are times when staff will have no alternative but to use reasonable force, for example, to prevent pupils harming themselves or others, from damaging property, or from causing disorder.

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a punishment.

The decision on whether to use physical intervention is down to the professional judgement of a staff member concerned and should always depend on the individual circumstances as to whether it is necessary, reasonable and proportionate to the level of risk.

If there is foreseeable risk, then a risk assessment must be undertaken and a plan created to reduce the level of risk - this could be a Positive Handling Plan (PHP) or a Positive Behaviour Support Plan (PBSP). When Physical Intervention is needed, these incidents need to be recorded by the staff who have used the SAFE TEACH strategies. This will be carried out following national guidelines and procedures outlined by the DFE.

Where possible, staff members carrying out procedures will be SAFE TEACH trained.

Incidents will be planned for in most cases and Physical Handling plans will be in place.

Any force used will always be the minimum needed to achieve the desired result.

In doing this, staff will take account of the best interests of their pupils.

Staff who need to use reasonable force when dealing with a pupil will bear in mind the pupil's sensitivities and sensibilities, their perceptions of situations, their emotional state and their levels of understanding. Different approaches may be necessary depending on pupil's

ages, gender, level of physical development and the characteristics of their special educational needs. Their previous life experiences and their reactions to the school environment may also have a bearing on what might be appropriate. The use of physical interventions will be carefully considered within the wider context of other measures to diffuse demanding situations.

Any incidents need to be recorded on Safe Teach template and uploaded to CPOMS

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

It can also apply to people whom the head teacher has temporarily put in charge of pupils such as: unpaid volunteers or parents accompanying students on a school organised visit.

Appendix 4 - Power to search without consent

In addition to the general power to use reasonable force described in the DFE Guidance,

'Use of Reasonable Force Advice for Head teachers, staff and Governing Bodies document from the DFE. Head teachers and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following "prohibited items"

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-Cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Appendix 5 - The Power to discipline outside the school's gates

Disciplining beyond the school gate covers the school's response to non-criminal, bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school including actions online. Any actions will be taken in accordance with national guidelines and will cover circumstances such as:

- taking part in school organised / related activities
- travelling to or from school
- any actions whilst wearing school uniform or in some other way identifiable as a pupil of the school which could adversely affect the reputation of the school
- any action that could have repercussions on the orderly running of the school or pose a threat to another pupil or person
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Appendix 6 - The use of time away/ Working in an individual workspace

Time away or the use of Safe Spaces is not a punishment; it is carefully planned explicit intervention which allows pupils displaying SEMH needs to access a space away from other pupils for a time-limited period. Pupils remain the responsibility and in the care of at least one member of staff within the designated space (as agreed in the personal positive handling plan)

Where a pupil's behaviour has significantly disrupted the learning of others, through refusal to cooperate, verbally abusing others, where they have threatened the safety of others, or hurt or injured others, they will be taught in a separate workspace/room away from other pupils for a period of time. This may be for part of a morning or afternoon, a half, or a full day. The length of time will depend upon the severity of the incident and the impact it has had on other pupils. The time spent away from others has two main objectives:

- to reduce the anxiety of other pupils who feeling worried or stressed by the challenging behaviour
- to allow the pupil exhibiting challenging behaviour time to fully calm down in a low distraction/distraction free space.

The use of time away spaces or safe place in our classrooms needs to be carefully planned and the allocated space needs to be recorded on the child's personal plan.

Appendix 7 - Child on Child Abuse

As part of KCSIE, 2023 (Draft), it is important for anyone reading this policy to understand the terminology, child on-child abuse. This sections details what this is and what it might look like in a school setting.

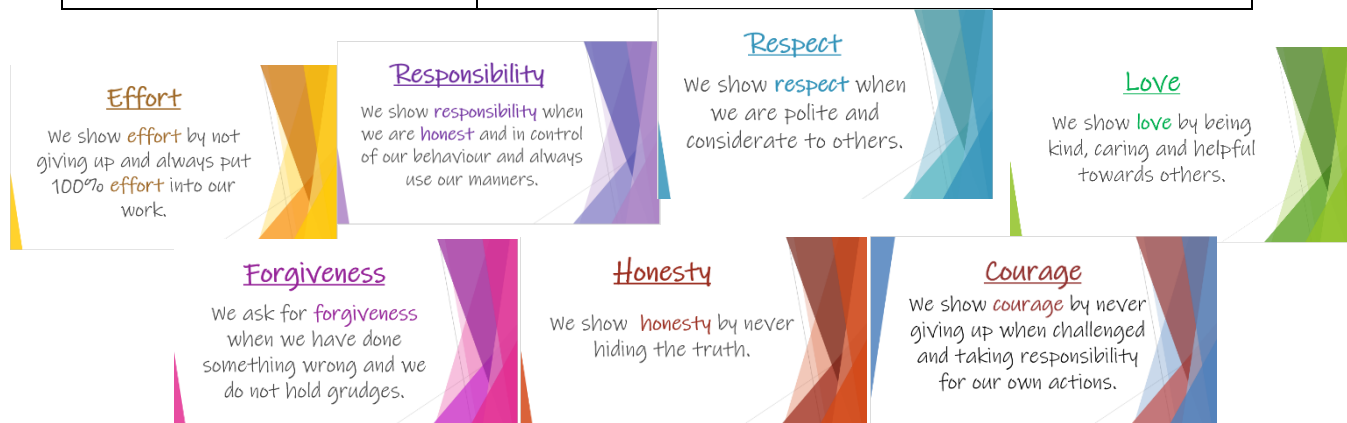
Child-on-child abuse is any form of physical, sexual, emotional and financial abuse using coercion/power and/or control by an individual child or group of children and is exercised between children and within their relationships (both intimate and non-intimate). All staff in our setting recognise that children can abuse their peers and are aware of the different forms that these safeguarding issues take:

- Bullying-emotional/physical so repeated behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Online/Cyber bullying
- Prejudiced related bullying
- Sexual Violence, Sexual Harassment and Sexually Harmful behaviour
 - Sexting - sharing of nude or indecent, youth produced sexual imagery
- Abuse in intimate relationships, including teenage relationship abuse
- Initiation/hazing-type violence and rituals
- Hate crime
- Child Criminal Exploitation
- Child Sexual Exploitation
- Gang association and serious violence - County Lines
- Radicalisation This abuse can be motivated by perceived differences. e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences and result in significant, long-lasting, and traumatic isolation, intimidation, and/or violence to the victim.

Appendix 8 – Restorative conversation documents

Restorative Conversation

Adapted/KS1	
What are our school's Core Values?	
Which of our Core Values have you not shown? (Adult may need to help identify which Core Value)	Today , you have not shown the Core Value of _____ because
How do you think this makes them feel? Sad? Angry? Upset? Hurt? (Staff may need to use printed visuals show the different emotions)	
What do you think you need to say to the other people involved?	



Restorative Conversation

What are our school's Core Values?	
Which of our Core Values have you not shown?	
How have you not shown them?	
How can we stop this from happening again? What would you choose to do differently? How are you going to show our Core Values in the future?	
How can we make this situation better now? What do you think you need to say to the other people involved?	

Appendix 9

Golden Time – Restorative Activity

Begin session with 5 min Collective worship.

Gather - I would like to start by making the sign of the cross and we will light the candle to show that Jesus is always with us.

Listen – Share the word of God. “Treat others as I would want to be treated myself.”

Respond – Play the music (quietly) I would like you to think about the word of God we have just shared “to treat others as I would like to be treated myself.” Take a minute to silently reflect on the people you may have upset this week.

I want to just remind you all of the school cores values – honesty, courage, forgiveness, love, effort, respect and responsibility. I would like you to take a minute to silently reflect on which of these you may not have shown this week.

Go Forth - We are all responsible for our own actions and can make positive changes. I would like you to think about how you can make a change next week and take this away with you today.

Any child missing longer than 5 mins.

Complete a letter to someone to say sorry.

A sorry picture


A sorry card.

(All templates in file)

To _____

I am sorry that I _____. Next week I will try to _____.
I will do this by_____.

Appendix 10

<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <p>Behaviour log.</p> <ul style="list-style-type: none"> To be used if child has got to the rain or thunder cloud. Be specific and reflect back on the event. Make sure all sections are completed. Refer back to example and sentence stems if needed. Use this sheet to record events over a week and upload to CPOMS by the Friday so that this can be cross referenced for monitoring. </div>  </div>						
Name of child			Name of reporter			
Date	Time	Lesson/Adults involved	A: Antecedent What happened directly before the incident?	B: Behaviour Describe the behaviour objectively.	C: Consequence What happened directly after the behaviour occurred?	Any other notes.

Appendix 11

BEHAVIOUR CONTRACT PARENT MEETING

Child: _____

Staff Lead: _____ Contact: _____

At St Gabriel's Catholic Primary School, we want all children to be confident individuals, responsible citizens and successful learners. To support this, we have a clear expectation: 'Treat others as I would like to be treated myself'

We would like to work together with _____, you, as parents, and as a school to ensure _____ is engaging in school life so that he/she is getting the most out of his/her time at St Gabriel's Catholic Primary School and so that others are too. Currently, your child is consistently not following our school rules and therefore is at risk of suspension. To help to prevent this from happening, we ask that you, as a parent, agree to the following expectations for your child:

I agree that my child will:

- Be on time for school and lessons
- Wear full school uniform and be smart everyday
- Speak calmly and respectfully using appropriate language and tone of voice to both children and staff inside and outside of the classroom environment
- Solve problems using kind words without aggression
- Stay in class during lessons and remain on timetable
- Follow instructions from all adults at all times

From today, as a school, we will have zero tolerance if these simple expectations are not followed by your child. Some of the sanctions we will employ (dependent on the situation) will include:

- Class Teacher / Pastoral Behaviour Mentor / Senior Leader
- Reflecting on their behaviour with a member of staff during breaks or lunchtime
- Asking your child to stay with an adult during breaks and lunchtimes, to complete unfinished work or anything that was refused by your child during the school day
- Asking you, as a parent, to come into school and ensure work is completed / task that has been refused
- Lunchtime and/or break time fixed term suspension
- A fixed term suspension
- A permanent exclusion

I agree to supporting school in implementing all of the above to support with the improvement of my child's behaviour:

Signed by parent:

Signed by child:

Signed by school:

Appendix 12

St Gabriel's Catholic Primary School

Love Honesty Courage Respect Responsibility



Targets

- 1
- 2

Name: _____

Date: _____

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Text
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Weekly Total	Additional Comments							

Love Effort Respect Responsibility Forgiveness Courage Honesty

Points 1-5 allocated for each session

A points target is to be set for each day.