


We consistently look for positive behaviours, we have clear shared boundaries and we respond to children with kindness and calmness

Children's Rules:	What we are looking for:	Adults' Rules:
<ol style="list-style-type: none"> 1) Ready 2) Respectful 3) Safe 	<ol style="list-style-type: none"> 1) Independence 2) Kindness and helpfulness 3) Excellent attitudes to learning (resilience and growth mindset) 	<ol style="list-style-type: none"> 1) All our children are safe and protected from harm. 2) All our children experience and learn prosocial behaviours 3) All adults in the school community are aware of our agreed approach to be consistently applied.

<p>Consequences:</p> <ol style="list-style-type: none"> 1) Child makes wrong choice e.g. not ready, respectful and safe. Verbal Warning so that child re-focusses (this is not recorded) <p>Script:</p> <ul style="list-style-type: none"> • <i>I have noticed that...</i> • <i>At school we ... (refer directly to the school rules)</i> • <i>Because of that ...</i> • <i>Remember that time when ... (framing behaviour)</i> <ol style="list-style-type: none"> 2) First warning that is recorded using Dojo warning 1 3) Second warning recorded using Dojo warning 2. Child is moved to another place within the classroom / a quiet area of playground if outside 4) Third recorded warning using Dojo warning 3. Child goes to partner class /sit in designated area if outside Rec/Year 1 (5 mins) Year 2-Year 6 (15 mins) 5) Fourth recorded warning using Dojo warning 4. Reflection is given (see below) 	<p>Dojos:</p> <p>A Dojo point can be given out by any adult to a child who makes positive choices that show they are ready, respectful or safe and if they demonstrate what we are looking for (see above).</p> <div style="text-align: center;">  </div>
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Dojos:

A Dojo point can be given out by **any adult** to a child who makes positive choices that show they are ready, respectful or safe and if they demonstrate what we are looking for (see above).



Exclusion:

A decision to exclude a child will be taken only by the Head Teacher:

- in response to serious breaches of the school's behaviour policy.
- if allowing the pupil to remain in school would seriously harm the education welfare of the pupils or others in the school.

Serious consequences – the child will go to a member of SLT for a lunchtime reflection if 4 Dojo warnings are given. A reflection may also be given for:

- Bullying
- Physical violence
- Intentional verbal aggression
- Damage to property
- Bringing our school into disrepute
- Peer on peer abuse

The restorative questions will be asked by the member of SLT. A member of SLT will inform the parent.

Restorative questions:

1. What happened?
2. What feelings and thoughts did you have at that time?
3. How do you feel now?
4. What needs to happen next?
5. Is there anything else you need us to do to help?

This is to be recorded on Safeguard by the member of SLT. The class teacher needs to be tagged along with any other adults involved.

Before a child is excluded a range of alternative strategies should be applied.

Team Teach:

Key staff members are trained regularly in safer methods of physical intervention. Where possible these members of staff will take the lead.

If it is possible to remove other children and avoid physical intervention, then this will be tried. Pupils should be removed to a safe space to calm down.

For some children this may be a planned strategy e.g. in response to identified needs. For others it may be in response to an emergency and be unplanned. The use of force should be proportionate