



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future

The Parable of The Wise and The Foolish Man
(Matthew, Chapter 7, verses 24 to 27 and the Gospel of Luke, Chapter 6, verses 46 to 49)

POSITIVE AND RESTORATIVE BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

NB: This policy has been discussed and considered for equality giving consideration to the protected characteristics - gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy or maternity and any other recognised area of discrimination.

Reviewed: Spring 2023

Date of review: Spring 2024

Approved by the Governing Body: 29.03.23

Signature of Chair of Governors:

PRINCIPLES

At Hundon and Thurlow Primary Federation we believe that good behaviour is an integral part of the learning process. Individual pupils have the right to work and develop in an atmosphere of respect, courtesy, trust, security, honesty and openness, where positive relationships are valued within our schools and the wider community.

We believe that pupils and staff at Hundon and Thurlow Primary Federation have the right to work and study in a positive, effective and well-ordered learning environment where standards of behaviour and discipline are high. This policy is applicable to all enrichment activities provided within the Federation, including morning sports and after-school clubs.

Our whole Federation approach is led by our values. At Thurlow a Church of England (VC) Primary School they are also underpinned by biblical references. At both schools, our values are focused on ensuring our pupils have the necessary skills to self-regulate their own behaviour and learning and relies on the principles of a restorative approach which...

- focus on the harm caused by the wrongdoer and actively seek ways of repairing that harm;
- help create dialogue and communication;
- are fair, open and honest; treating all participants with respect; and
- allow all participants to engage, learn and gain a shared understanding within a safe environment;
- provide the opportunity for all participants to openly state their views, listen to others and acknowledge their views;

...leading to accepting responsibility, reparation, reintegration, restoration, and results in behavioural (and cultural) change.

Our restorative approach fosters awareness of how others have been affected by inappropriate behaviour. It engages participants in a process which separates the action from the 'doer' and rejects the action not the individual, allowing those involved to make amends for the harm caused.

A well-disciplined environment creates effective conditions for learning and promotes high standards.

PURPOSES OF THE POLICY

- To ensure an ethos of high expectations;
- To provide pupils and staff with a secure well-ordered environment;
- To ensure that clear boundaries support learning and progression;
- To ensure clear dialogue with pupils about potential barriers to learning;
- To secure the involvement of parents/carers in pupils' learning and personal development;
- To promote the development of a range of personal qualities and interpersonal skills such as courtesy, respect and sensitivity to the needs of others;
- To promote the development of good personal relationships;
- To promote equal opportunities and value individuals regardless of gender, race, religion, ability or disability.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Suspension and Permanent Exclusion Guidance](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#) , which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

The Use of Restorative Approaches

At Hundon and Thurlow Primary Federation all staff working with our pupils will be aware of the principles and language of our restorative approach and are provided with ability to apply them in resolving situations in classrooms, corridors and elsewhere in our schools. Teaching staff will also use the model to resolve more difficult problems in a formal and structured manner with the aim of creating restoration and reparation between those involved as required. The principles and use of restorative approaches regularly feature in the Federation's Continuing Professional Development (CPD) programme, both at the beginning of the school year and where appropriate, at other times.

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

How we use the Restorative Questions:

The **Restorative Approach model** can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong-doer and the harmed including working with whole classes. Examples of restorative approaches in action include:

Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief and may include a follow-up; individual members of staff take initiative and lead the process.

Corridor/Impromptu Conference – informal conference that does not include formal preparation but may include an informal contract and a follow up; individual members of staff take initiative and lead the process.

Circle or Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session. Referral for support can be made to the Emotional Literacy Support Assistant (ELSA) support staff for the pupils concerned.

Formal RA Conference – requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a debrief after the conference and a follow-up session. This process will be led by a member of the School's Leadership Team.

N.B. Restorative Approach Interventions are recorded as appropriate.

Teaching and Learning

The development of all pupils' social, emotional and behavioural skills will be encouraged by establishing high expectations in all lessons.

Through regular meetings, both formal and informal, pupils who are identified with more challenging behaviour are provided with additional support and / or changes to curriculum or provision with the focus ultimately on reintegrating the pupil as soon as possible back into the learning environment. Through the restorative process, we aim to support all our pupils, helping them to understand their behaviour choices, the effect it has on their own learning and that of others.

The way in which all members of our Federation Community teach and learn from each other when behaviour and attendance is unacceptable, is also influential. As pupils grow through our schools regular, explicit opportunities for learning about how to act in keeping with the Federation's values will be provided.

Removing Challenges to Learning

The Federation uses a variety of strategies in order to ensure that challenges to learning are removed which include:

- Check in / out sessions
- Pastoral support ~ class, groups & individual
- Restorative conversations and questioning
- Circle or classroom conferencing
- Personal, Social, Health and Economic Education (PSHEE) learning

- The learning and use of our 'School Rules'
- Mentoring; Peer Mentors, Learning Mentors and Buddy system
- ELSA Support
- 'Good Choices' Plans (Behaviour Support Plans) / Pastoral Support Plans
- Use of outside agencies to provide specific, focused support for individuals

Support for Learning

It is the responsibility of staff to support pupils' learning and progress. Each pupil has a Class Teacher who is the first point of reference for pupils, staff and parents. If there are individual concerns about a pupils' learning in a specific subject area, then the Class Teacher is the first point of contact. Pupils who are on the Special Educational Needs Register will have specific learning support depending on their individual needs overseen by the SEND Coordinator. Individual pupils will receive appropriate support from outside agencies as necessary.

Hundon and Thurlow Primary Federation aims to involve parents in their child's learning in the following ways:

- Regular contact with the pupil's class teacher through pre-arranged informal meetings at the end of the day
- At termly parent consultation meetings when academic progress and welfare are discussed
- Through our Pupil Progress Checks and Annual Reports
- Through the 'School Rules' system (*Appendix 1*)
- Through intervention programmes
- Individual contact with staff
- Contact with parents/carers is recorded on Parental Contact Forms (*Appendix 3*)

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of class work
- Poor attitude
- Persistently incorrect uniform without good reason
- Swearing

Serious misbehaviour is defined as:

- Repeated breaches of our school rules
- Any form of bullying (see our anti-bullying policy)
- Sexual assault, which is unwanted sexual behaviour which causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Mobile phones (please see additional information below)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, (including the pupil)

Children are not allowed mobile phones in school. We recognise some parents may prefer their child to carry a mobile phone whilst walking to and from school. As identified in our Online Safety Policy, all mobile phones should be handed in to the front office before school and collected after school. The phones will be kept safely in a drawer for the duration of the day. If we have reason to believe that children have a mobile phone we will remind them of this requirement and expect compliance. Where necessary bags and pockets may be searched and items confiscated.

Behaviour in the classroom is covered by our 'School Rules' (*See Appendix 2*)

Attendance and Lateness

Attendance and punctuality are central to ensuring all pupils can fulfil their potential – pupils need to attend school regularly to benefit from their education. All pupils are expected and required to attend their school every day. It is the responsibility of our schools and parents, working together, to ensure that pupils' attendance is as regular as possible. To this end we ask that non-urgent appointments, for example, dentist, optician, are arranged outside school hours. Further information and guidance on attendance, the support we offer and procedures for dealing with attendance problems is given in our Attendance Policy.

Bullying

See Anti Bullying Policy.

Racist Incidents

See Racist Incident Reporting Policy.

Investigations regarding breaches of the Positive and Restorative Behaviour Policy

Before any decision on consequences is reached a thorough investigation should take place.

Investigations will be conducted where possible by the Federation Leadership Team (FLT). All those involved in the incident should write a statement using the relevant forms (Appendix 2). Statements should also be gathered from witnesses where appropriate.

All statements and evidence regarding breaches of the Positive and Restorative Behaviour Policy will be collated, with recommended action and background information, by the end of the day (or, if the incident occurs at the end of the school day by lunchtime of the following day.) Documentation should then be passed to the Headteacher (or member of the Federation Leadership Team representing the Headteacher) who will make the final decision about the most appropriate action for the pupil(s) involved. (See *Appendices for documentation*)

Consequences, including detention and suspension

Consistent with the Federation's ethos of supporting pupils rather than blaming and punishing, consequences, escalating in nature, are used proportionately, flexibly and creatively to respond to each individual and the specific situation; and only after suitable reflection, discussion and negotiation, as necessary, has taken place. Consequences form part of the restorative process at Hundon and Thurlow Primary Federation and are used through guided discussion/exploration of negative actions and their impacts on others in our school communities (or beyond), the development of contracts (with or without any other participants in the conflict,) or simply the use of circles (discussion circles,) to build skills and promote strategies for positive behaviour choices. (See *Appendices for further information*)

At times negative behaviours may be of a degree and that despite all attempts to use the restorative approach it may be necessary to apply a consequence. Depending on the situation, this consequence could be a detention or in extreme cases a suspension consequence.

Detention means a pupil is removed from normal lessons and prevented from mixing with other members of the school community. Detention consequences may be conducted internally or externally depending on the severity of an incident only after the restorative principles have been considered and applied and...

1. these measures have not been able to resolve the conflict and/or
2. further restorative measures are unlikely to resolve the conflict.

External, fixed term suspension consequences will be conducted in accordance with this policy and statutory guidelines.

Pupils who have breached the Positive and Restorative Behaviour Policy sufficiently to warrant an internal suspension consequence will be supervised closely by a member of the Federation Leadership Team. Pupils will undertake reflection and re-integration work under close supervision and once pupils have completed this they will commence their class work.

Whilst internally suspended all pupils are expected to follow the associated Code of Conduct (*Appendix 4*) If a pupil's behaviour is deemed unacceptable an external suspension consequence or, in extreme cases, a permanent exclusion will follow. Pupils who do not behave appropriately could face permanent exclusion.

Parents are notified of an internal suspension consequence, usually in person or by telephone.

Aggression and violence

Aggressive or violent behaviour is unacceptable and will not be tolerated at either of the Federation's schools. An incident does not need to result in physical harm for it to instigate serious sanctions / consequences. Each

incident will be investigated and where necessary the pupil/s may receive an internal or external consequence, depending on the severity of the incident and the age of the pupil.

Where there is violence, or where there is an attack by a pupil on another, suspension consequences will be used. The length of suspension will vary according to the severity of the incident: second and/or subsequent offences will attract a longer period of suspension. Persistent offenders will face permanent exclusion. In extreme cases the pupil may face permanent exclusion for a first offence.

Verbal or physical threats against any member of the Federation community will be investigated and may result in a fixed term suspension consequence, either internal or external. Depending on the severity of the situation verbal or physical threats against staff may result in permanent exclusion.

Physical violence towards staff may result in permanent exclusion.

Pupils' defiance of staff

Defiance of staff by pupils will not be tolerated. Defiance could lead to suspension from school. Continued defiance may result in a longer period of suspension. In extreme cases, such as defiance of the Headteacher, pupils could face permanent exclusion.

Swearing

Swearing is regarded as verbal abuse and is unacceptable.

The following sanctions apply:

- Swearing overheard in conversation with another pupil: verbal warning
- Swearing in conversation with a member of staff: the member of staff will provide appropriate consequences and ensure the pupil is aware that their language was inappropriate.
- Swearing directly at a member of staff: the situation will be investigated according to the guidelines set out below. Swearing at a member of staff will result in suspension.
- Second and/or subsequent offences will attract a longer period of suspension. Persistent offenders may face permanent exclusion.

Damage to the school fabric, furniture or equipment

- If the damage is accidental, there will be no charge. If the damage is the result of silly behaviour, parents/carers will be informed and the cost of repair/replacement will be shared between those involved.
- Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions including exclusion may result. Serious offences may result in permanent exclusion.

Dangerous items and substances

- Pupils are not allowed to bring dangerous items such as anything that could constitute a weapon or substances such as cigarettes, vapes or anything which could be deemed illegal or dangerous, to the schools. Pupils who do so will be suspended for a fixed period depending on the nature of the offence. Very serious offences will result in permanent exclusion.
- The police will be informed in all cases where a dangerous weapon or substances deemed as illegal are brought onto the school sites.

Theft

- Theft will attract exclusion depending on the severity of the offence. The length of exclusion will vary according to the severity of the incident: second and/or subsequent offences will attract a longer period of exclusion. Persistent or very serious offences may lead to permanent exclusion. In addition, the cost of those items that have been stolen will be recovered from the pupil involved.
- The police may be informed in cases where a theft has occurred.

Setting off the fire alarm

Setting off the fire alarm or damaging fire protection equipment is a criminal offence that puts the health and safety of pupils and staff at risk. Any pupil who intentionally sets off the fire alarm will be suspended from school for one day. However, second and/or subsequent offences will attract a longer period of suspension. In the case of persistent offenders, permanent exclusion may be considered.

Uniform and appearance

We believe that the wearing of a school uniform enables children to identify with their school, gives a sense of belonging, is practical and smart, reinforces a positive work ethos and reduces expenditure for parents / carers. The relevant school's uniform list is available from their School Office.

With regards pupil appearance please note the following:

- Pupils are not permitted to wear jewellery to school apart from a maximum of one stud in either or each ear. Watches are not encouraged. Pupils who break these rules will be asked to remove the items, and parents will be informed. Pupils caught a second time will have their jewellery confiscated for the day: it will be placed in a labelled envelope and stored in the relevant School Office until the end of the day. Parents will need to collect confiscated items.
- Hairstyles that is shoulder length must be tied back for health and safety reasons for certain activities, e.g. PE and Science
- Pupils should not attend school wearing makeup or nail varnish.

For more information regarding uniform please refer to the uniform policy.

Behaviour on School Trips and Transport

- Pupils on school trips and visits, and on buses, are governed by the Federation's Positive and Restorative Behaviour Policy.
- It is expected that pupils behave well on trips and visits and on buses. Poor behaviour on buses can be extremely dangerous and is completely unacceptable. Likewise rudeness to drivers and other adults will not be tolerated and may result in suspension.

Where a pupil's conduct does not fit into any of the areas stated previously but disturbs the learning environment, puts pupils or staff at risk or affects the communities within the Hundon and Thurlow Primary Federation in any detrimental way exclusion consequences will be considered. Depending on the severity of the incident pupils could face fixed term and permanent exclusion. This includes Morning Sports Clubs and enrichment activities such as after-school clubs.

At Hundon and Thurlow Primary Federation suspension and exclusion consequences are only deployed after other sanctions and strategies have failed and when allowing the child to remain at school would be detrimental to the education and welfare of others in the school or after a serious incident involving breaking the law.

This is a disciplinary sanction to be used only by the Headteacher or the Deputy in their absence. They will immediately inform the parents of the length of the suspension / exclusion and the reason for it. This conforms

to the procedures following the Education Act of 2011. Parents will be given information in writing as soon as possible and will also be told that they have a right to make representations to the governing body and the LA. The LA and governors will be informed in writing when a pupil is suspended or permanently excluded. Reports of such consequences are reported at the half-termly meetings of the Governing Body.

'Good Choices' Plans (Behaviour Support Plans)

When a teacher finds a pupil is struggling to comply with the Positive and Restorative Behaviour Policy and deems it appropriate, the pupil may be given a 'Good Choices' Plan (BSP). These will be written with the involvement of School Leaders, the SEND Coordinator and relevant ELSA colleagues as appropriate. A Pupil Passport will also be considered in consultation with the SEND Coordinator.

Pupils with a Behaviour Support Plan may have an additional reward chart, linked to their behaviour targets, stickers may be awarded for meeting these targets and should be placed on this chart.

Behaviour Support Plans will be reviewed at least each half-term or sooner as necessary with all relevant staff aware of the contents therein. A copy will be shared with parents and copies will be kept, including one in the classroom for reference.

Roles and responsibilities

The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this Positive and Restorative Behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this Positive and Restorative Behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environments within the Federation 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

Teaching and learning support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greet pupils in the morning/at the start of lessons
 - Establish clear routines
 - Communicate expectations of behaviour in ways other than verbally
 - Highlight and promote good behaviour
 - Conclude the day positively and starting the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

With behaviour in mind staff are responsible for:

- Implementing the Positive and Restorative Behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Follow the Home/School Agreement
- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Suffolk Pupil Support Framework (SPSF)

SPSF will be considered where high-level school-based intervention is required. This may be as a support mechanism for pupils who are excluded as a result of poor behaviour as well as for those identified as at risk of failure at school due to their vulnerability to social exclusion and/or through disaffection. This will be drawn up in partnership with parents and the pupil following a re-admission meeting (where exclusion consequences have been deployed). Meetings, such as those for an SPSF or a re-admission meeting, will be conducted by the Headteacher or a member of the Federation Leadership Team. The SEND Coordinator, the pupil's class teacher and an ELSA colleague may be present also.

Record keeping and contact

Detailed records of all formal contact with pupils and parents must be logged in the relevant record book as appropriate. These record books are vital in terms of providing evidence for further action and support.

Record keeping for consequences are maintained by the Class Teacher. The Federation Leadership Team regularly reviews this data and collates each term.

Where contact is made with parents either on the telephone or during a meeting brief notes must be added to the relevant record book.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

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 to the needs of the pupil.

The school's Special Educational Needs & Disabilities Co-ordinator (SENDCo) will evaluate 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 may 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 in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Police involvement

We aim to work closely with our colleagues from the police. However, the decision to involve the police in any incident should not be taken without reference to the Headteacher.

Working with outside agencies

We work closely with a number of agencies including the SES (Specialist Education Services), CYPS (Children and Young People Service), the Suffolk Child and Mental Health Service, (CAMHS), Education and Attendance Team and the School Nursing Service. We also engage with SENDAT Outreach and SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service). More information on the latter can be accessed by visiting www.suffolksendiass.co.uk or contacting the team at enquiries@suffolksendiass.co.uk

Where outside agencies are being used to support pupils, parents will be notified and in most cases will have been involved via meetings in creating the right support provision for their child.

Pupil transition

To ensure a smooth transition to the next year and/or school, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to discuss pupil's individual needs and issues.

To ensure 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 start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

The Year 6 Teacher and the SENDCo will meet with Secondary School pastoral teams to discuss any needs of pupils when they transfer to their new schools.

The EYFS staff will make visits to preschools and nurseries as part of the transition for children due to start in Reception in the forthcoming year. They will meet with staff from EYFS settings to discuss pupil's individual needs and issues to help ensure the right support is put in place for pupil's at the start of their school life.

Training

Our staff are provided with training on managing behaviour, and this also forms part of continuing professional development. Training needs are identified during Performance Management Meetings and where relevant, training is sought.

Monitoring arrangements

This behaviour policy will be reviewed by staff annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the staff and headteacher annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection policy
- SEND policy
- Anti-bullying policy
- Attendance policy
- School Uniform policy
- Racist incident reporting policy

APPENDIX 1

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the positive and restorative behaviour policy
- The positive and restorative behaviour policy is understood by pupils and staff
- Suspension and exclusion will only be used as a last resort, and the processes involved in fixed term suspensions and permanent exclusions are explained within this policy
- Pupils are helped to take responsibility for their choices
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every three years, but reviews may occur early to reflect changes in statute or national policy.

APPENDIX 2



HUNDON AND THURLOW PRIMARY FEDERATION



THURLOW CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

SCHOOL RULES

1. Care for everyone and everything.
2. Have good manners at all times.
3. Follow instructions.

☺ ✓ REWARDS ✓ ☺	☹ CONSEQUENCES ☹
Verbal Praise Written Praise Stickers DoJo Points In-Class Rewards Class Responsibilities Share your work with Senior Teacher	(You get these if you do not follow the School Rules) 1. Non-verbal reminder signal 2. A spoken reminder 3. A second reminder 4. Class behaviour system, e.g. traffic lights applied

<p>/ Headteacher</p> <p>Golden Mentions in Celebration Presentations</p> <p>Certificates</p> <p>Team Points</p> <p>Golden Time</p> <p>Class Teacher to speak with your parents</p> <p>Suggest a 'main event' for Golden Time</p> <p>Commendation Letter</p>	<p>5. Loss of 'Free Time' to reflect on choices</p> <p>6. Teacher speaks with you and your parents</p> <p>7. Working away from class*</p> <p>8. Senior Teacher / Headteacher speaks with you and your parents</p> <p>9. Exit consequence*</p> <p>*These will be tracked and parents will be informed of these events</p>
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HUNDON AND THURLOW PRIMARY FEDERATION

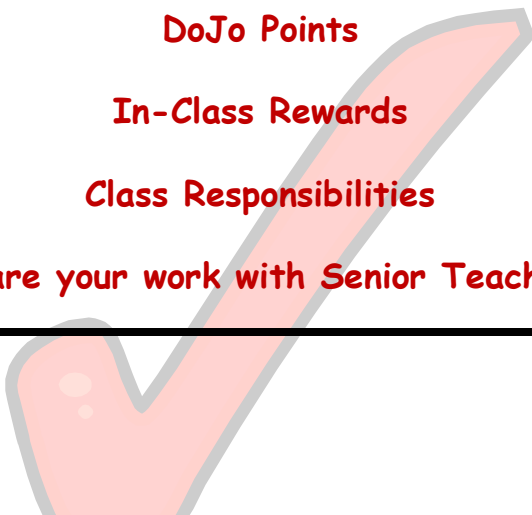


HUNDON COMMUNITY PRIMARY SCHOOL

SCHOOL RULES

1. Care for everyone and everything.
2. Have good manners at all times.
3. Follow instructions.

 ✓ REWARDS ✓ 	 CONSEQUENCES 
<p>Verbal Praise</p> <p>Written Praise</p> <p>Stickers</p> <p>DoJo Points</p> <p>In-Class Rewards</p> <p>Class Responsibilities</p> <p>Share your work with Senior Teacher</p>	<p>(You get these if you do not follow the School Rules)</p> <ol style="list-style-type: none"> 1. Non-verbal reminder signal 2. A spoken reminder 3. A second reminder 4. Class behaviour system, e.g. traffic lights applied



<p>/ Headteacher</p> <p>Golden Mentions in Celebration</p> <p>Presentations</p> <p>Certificates</p> <p>Team Points</p> <p>Golden Time</p> <p>Class Teacher to speak with your parents</p> <p>Suggest a 'main event' for Golden Time</p> <p>Commendation Letter</p>	<ol style="list-style-type: none"> 5. Loss of 'Free Time' to reflect on choices 6. Teacher speaks with you and your parents 7. Working away from class* 8. Senior Teacher / Headteacher speaks with you and your parents 9. Exit consequence* <p><small>*These will be tracked and parents will be informed of these events</small></p>
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APPENDIX 3

Hundon Community Primary School / Thurlow CE VC Primary School *(delete as applicable)*

PUPIL RECORD

Name:	Where and when the incident happened:
Class:	
Date:	

What actually happened, what did you hear and see?

Witnesses: