



# Grimoldby Primary School

## Behaviour Policy

Date Approved: December 2025

Date for Review: December 2027

### **Our Vision**

“Being the best that we can be...”

### **Our Values**

Respect, Happiness, Creativity, Unity, Determination, Inspiration

### **Our Curriculum Intent**

- To support and encourage all children in achieving their full potential with the knowledge and skills they need to get to the next stage of their learning and live a successful life.
- To be an inspirational and exciting learning community where children feel happy, safe and cared for.
- To celebrate and value diversity and individuality in our school, in our community and in the wider world.
- To develop caring, independent and confident citizens and provide a strong foundation for the future.

### **Aims of the policy:**

- To foster a positive, caring attitude towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-awareness so that each pupil learns to accept responsibility for his/her own behaviour.
- To provide clear and consistent boundaries that pupils, staff and parents/carers understand, and are reflected through our School Charter and Values.
- To meet the individual requirements of pupils who have additional needs.
- To explain the processes in place when the School Charter is not adhered to or when children demonstrate excellent behaviour.

### **Principles underpinning this policy**

- All children should be valued, listened to and cared for.
- Teachers should be fair, consistent and positive.

- Good behaviour and positive relationships should be modelled by all members of the school community.
- Staff should interact with, and speak about children and other adults in a positive way.
- Staff should always try to develop children's self-esteem.
- When children are engaged in their learning, their behaviour will be positive.
- Mutual support at all levels is important; children are entitled to support to help them with their behaviour and staff are entitled to support when dealing with behaviour that is not in keeping with our School Charter.

### **Legislation, statutory requirements and statutory guidance**

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022 (Updated in 2023)
- 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.

### **Prohibited Items which all pupils are banned from taking into or possessing in school are:**

- 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).
- Abusive or inflammatory texts containing racist, sexist, homophobic or otherwise offensive language or images.
- Acids or toxins.
- Alcohol.
- Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others.
- Mobile telephones/electronic devices when used in a way that contravenes the school rules.
- Fireworks.
- Imitation/replica/toy knives and weapons such as BB guns.
- Illegal drugs and associated paraphernalia.
- Knives and weapons.
- Laser pens or similar.
- Legal highs and associated paraphernalia.
- Literature or images considered to be purporting extremist views.
- Pornographic or otherwise offensive images.
- Stolen items.
- Tobacco and cigarette papers and associated paraphernalia.
- Vapes and e-cigarettes and associated equipment including liquid and devices.

We reserve the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive.

## **Roles and Responsibilities**

### **The Headteacher is responsible for:**

- Reviewing and approving the Behaviour Policy with the governing body.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards, interventions and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log on CPOMS is reviewed regularly.

### **Teachers and support staff are responsible for:**

- Creating a calm and safe environment for pupils.
- Getting to know their pupils as individuals. Knowing their names, personalities, interests and who their friends are, and using this to plan groupings, activities etc.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Being prepared to be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- Continually observing or 'scanning' the behaviour of the class.
- Being aware of and control their own behaviour, including stance and tone of voice, in particular when challenging situations arise.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on CPOMS.
- Supporting pupils to meet the school's expectations.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents to create a caring community which values children.

### **Parents and carers, where possible, should:**

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's Behaviour Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions and reintegration meetings).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its vision.

## **Positive Climate**

We believe it is important to create the right climate and to achieve this there are practical strategies which teachers and support staff are expected to follow:

- Pupils should be greeted each morning at the door by either their Class Teacher or Teaching Assistant who will direct them towards their morning task whilst wishing them a good morning.
- Movement from the playground to the school should be done in an orderly manner and at all times be done quietly, keeping to the left of all corridors.
- Walking around school should be encouraged to avoid accidents and bring a sense of calm.
- Break times and lunch times should be calm, pupils should be encouraged to play.
- At the end of the school day all pupils should be safely seen leave with their parents/carers (unless other permission has been given), ending the day in the right tone.
- The Headteacher, Senior Leaders and other staff members should be visible around school, at key movement points, to ensure that these procedures are operative.

## **Rewards and Praise**

At Grimoldby Primary School, we believe that a positive ethos and environment leads to a positive atmosphere and better behaviour. Strategies for encouraging, developing and promoting good behaviour include:

- Verbal and non-verbal praise.
- Stickers and rewards in class.
- Promoting independence – giving children responsibilities in class can help to boost self-esteem and give children a sense of purpose and a sense of worth.
- A child may be sent to the Headteacher for special praise, and their work or behaviour may be included on the school X account.
- Communicating praise to parents via a phone call or face to face.
- House Points – any member of staff may award any child House Points for following the School Charter. The winning House then gets to choose a celebratory reward.
- Star of the Week - at the end of each week, one child per class is chosen by the class teacher to receive this special award. These may be awarded for good examples of attitude, behaviour, effort or work.
- Greeting every pupil in the morning.
- Concluding the end of every day positively and starting the next day afresh.
- Acknowledging pupils in passing (eg: in corridors).

## **SEND**

Some pupils with additional needs/SEND may require a more small-steps approach to positive feedback and praise which may include the use of visual supports to help the pupil keep track of their progress. These individualised systems will feed into whole class rewards.

## The School Charter

Our School Charter forms the basis of our Behaviour Policy. The Charter should be shared regularly with all staff and children through assemblies, through class discussions and through displays in class which act as reminders for the children. Time should be spent with children during the year on exploring exactly what the Charter means, and why we have it.

- 1. We are kind and thoughtful towards everyone.**
- 2. We are honest and trustworthy.**
- 3. We help to keep our school attractive and safe.**
- 4. We always listen to others.**
- 5. We walk quietly and sensibly around the school.**
- 6. We always work to the best of our ability.**

When children follow our School Charter, staff should offer praise. When the Charter is not followed, staff should follow the procedures detailed below.

### Procedures to follow when a child does not follow the School Charter

At Grimoldby Primary School, we follow a stage system to deal with behavioural issues. The first response to a child should be a verbal response; a warning that they will move to Stage 1 if the unacceptable behaviour continues. The verbal response may incorporate a discussion around the underlying issues. 'Restorative Question Cards' (Appendix B) are to be used to structure the discussion around behaviour. This will ensure that there is a consistent approach to managing behaviour across school and support all staff to use a shared language to support all children. If the behaviour continues, then the following stages should be followed:

#### Ready to Learn

**Stage 1** – Official warning

**Stage 2** – The child takes 10 minutes time out in a partner classroom. If they are able, they continue their work. These 10 minutes may be taken at any stage following an incident. The partner class system is used to provide a change of environment, enabling the pupil to calm down and reflect on their behaviour. During the school day, the class teacher will use the Restorative Question Cards.

**Stage 3** – The child loses 15 minutes of their break or lunchtime, in order to reflect upon their behaviour and how they can start to make amends. The child may be asked to stay in their classroom (if supervised by a member of staff) or may be asked to spend this time in another quiet area. Restorative Question Cards should be used during this time.

**Stage 4** – The child is sent to a member of SLT who may ask children to stay inside during break or lunchtimes. A phone call home to the parent should be made about the behaviour. Restorative Question Cards should be used during this time.

**Stage 5** – The child is sent to the Headteacher, who may ask children to stay inside during break or lunchtimes. A phone call home or meeting will set up with parents/carers. Restorative Question Cards should be used during this time.

## **Behaviour Management in Early Years Foundation Stage (EYFS)**

Practitioners in EYFS are aware of the importance of enabling and strengthening relationships with pupils, and ensure that the sanctions given do not have a detrimental effect on these crucial early relationships. For children in Nursery and Reception, the following adapted approach is used:

**Stage 1** – A verbal reminder is given referring to the school values and Charter.

**Stage 2** – Discussion between staff and pupil to identify inappropriate behaviours that have been displayed and the choices made by the pupil. The discussion will support the pupil to make more appropriate choices from there on in. Age-appropriate Restorative Question Cards should be used.

**Stage 3** – If persistent inappropriate behaviour continues, the staff member may use their partner class (Nursery and Reception are partners) to provide a change of environment enabling the pupil to complete their tasks. This is to be used as an opportunity for the pupil to calm down and reflect on their behaviour. The behaviour will be recorded on CPOMS for tracking of incidents/trends. Age-appropriate Restorative Question Cards should be used.

**Stage 4** – The child is sent to a member of SLT, who will make a phonecall to parents/carers. Age-appropriate Restorative Question Cards should be used. A decision will be made about whether some playtime will be missed.

**Stage 5** – The child is sent to the Headteacher who will contact parents for a formal meeting. Age-appropriate Restorative Question Cards should be used. A decision will be made about whether some playtime will be missed.

## **Behaviour Management at Breaktimes and Lunchtimes**

Sometimes it is necessary to implement sanctions for behaviour at lunchtime or during breaktimes. Lunchtime and breaktime staff follow a consistent approach to managing behaviour:

**Stage 1** - Staff give pupils a verbal warning to remind them of expected behaviours and remind them about the School Charter.

**Stage 2** - Staff will direct the pupil to a safe area in the playground (e.g. the benches), explain the reason for this sanction and allow time for the pupil to reflect on their actions. Before returning to play, staff will ensure the pupil is aware of more appropriate play choices.

**Stage 3:** In incidents where inappropriate behaviours continue or when a pupil repeatedly does not respond to an adult's instruction, the adult will use a radio to call for the class teacher or a member of SLT. An appropriate sanction will then be given e.g. child taken inside to miss some of breaktime.

**Stage 4:** The child is sent to a member of SLT who may ask children to stay inside during break or lunchtimes. A phone call home to the parent should be made about the behaviour. Restorative Question Cards should be used during this time.

**Stage 5** – The child is sent to the Headteacher, who may ask children to stay inside during break or lunchtimes. A phone call home or meeting will set up with parents/carers. Restorative Question Cards should be used during this time.

Lunchtime and breaktime staff can also reward positive behaviour by awarding House Points or stickers for following the School Charter.

## Partner Classes

To support the **Stage 2** process, the following partner classes are in place:

- Nursery and Reception
- Year 1 and Year 2
- Year 3 and Year 4
- Year 5 and Year 6

When a child is sent to a partner class, staff should communicate the reason for the sanction with the partner class teacher the reason for the sanction. This should then be recorded on CPOMS for tracking of behaviour incidents and trends.

These stages should be used by all members of staff at all times of the day.

At Grimoldby Primary School, we take child on child abuse very seriously regardless of the form it takes. Where behaviour reaches Stage 4 or 5, there will be some involvement of the Headteacher, Deputy Headteacher or Senior teacher. The Senior Leadership Team in such instances, will review the incident on CPOMS to establish any trends.

The use of the stages system does not mean that all behaviour issues begin at Stage 1. If a child does something which is of a particular severity, then staff should use their judgement in deciding which stage is the most appropriate starting point. As an example, if a child swears at a member of staff, then they might start at Stage 3. **Appendix A** includes a behaviour chart that staff should use when using the stage system of sanctions, but this is not an exhaustive list, and staff should use a common-sense approach alongside their knowledge of the child to determine the appropriate stage. In the event of uncertainty, staff should seek guidance from the Senior Leadership Team.

In some cases, a child may display behaviour that puts themselves, or other children, and/or staff, at risk of harm; or a child's behaviour may be extremely disruptive. In such cases, it may be necessary to follow the guidelines for de-escalation and involve trained staff. Only staff trained in positive handling and physical restraint (*Team Teach*) should carry out such activities.

In situations where behaviour has been of a severity that is of concern, it may be necessary to invite parents into school to further discuss the issues and to work together to try and find a mutually acceptable solution in supporting the child's behaviour. This is down to the judgement of the Headteacher or Deputy Headteacher. In less severe cases, class teachers may speak to parents after school to discuss any incidents that have occurred.

The Headteacher may decide that a child's behaviour has been extreme enough to warrant a suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Our priority is to try to prevent pupils being suspended or excluded from school. We also consider the harm caused to the education and welfare of others in school. In such cases, the Headteacher will follow guidance and policy from the Department for Education.

### **Bullying, including child-on-child abuse**

We take bullying extremely seriously at Grimoldby Primary School and our response to bullying does not start at the point at which a child has been bullied. Staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. Through PSHE sessions, RE sessions, assemblies and other classwork, pupils are educated on respecting others and themselves, regardless of ethnicity, religion, disability, gender, sexuality or appearance. We have a zero tolerance to any form of bullying, including cyber, prejudice-based and discriminatory bullying.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against.

Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting Physical Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect	Verbal name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, apps or gaming.

### **Children with Behavioural or Emotional Difficulties**

We adopt a restorative practice approach to behaviour, encouraging pupils to take responsibility for their behaviour by thinking through the causes and consequences. Adaptations to this policy may be made on an individual basis for pupils whereby they have suffered early childhood trauma or whereby the stages in this policy are not deemed appropriate to the individual's needs.

If a child's behaviour regularly becomes an issue, then parents will be invited to attend a meeting with the class teacher, SENDCo and/or Headteacher in order to discuss the strategies that might be put in place at home and at school to try and support the child. This may involve writing a behaviour plan identifying the triggers for the child's behaviour along with potential resolutions, in line with our Wellbeing Framework.

In some cases, particularly where a child is having difficulty with social interactions with other children or with their self-esteem, they may be taken out of class for short sessions to work in 1:1 or group sessions with a member of staff. In some instances, outside agencies may be invited to work with the school and the child.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information, available on the school website.

## **Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - manage the incident internally
  - refer to early help or refer to children's social care
  - report to the police.

Please refer to our Child Protection and Safeguarding Policy for more information.

This policy is regularly revised and updated.





## Sanctions Chart (KS1 and KS2)

Ready to learn	<b>Stage of Behaviour</b>	<b>Stage 1</b> (Official Warning)	<b>Stage 2</b> (5- 10 minutes time out in partner class)	<b>Stage 3</b> (15 minutes time out at playtime or lunchtime or in a partner class)	<b>Stage 4</b> (Sent to SLT)	<b>Stage 5</b> (Sent to Headteacher)
	<b>Recording</b>	None needed – Conversation	Record on CPOMS	Record on CPOMS Phone call Home	Record on CPOMS Phone call Home	Record on CPOMS Phone call Home/Face to face meeting
	<b>Sanction</b>	Discussion between pupil and staff to identify inappropriate behaviours. The discussion will support the pupil to make more appropriate choices going forward.	5- 10 minutes in a partner classroom.  Teachers to decide on how much time is appropriate.  <u>Restorative Question Cards to be used</u>	If persistent inappropriate behaviour continues pupil will miss 15 minutes of break or lunchtime  <u>Restorative Question Cards to be used</u>	Sanction will be judged on individual cases.  <u>Restorative Question Cards to be used</u>	Sanction will be judged on individual cases  <u>Restorative Question Cards to be used</u>

## Sanctions Chart (EYFS)

Ready to learn	<b>Stage of Behaviour</b>	<b>Stage 1</b> (Official Warning)	<b>Stage 2</b> (Discussion)	<b>Stage 3</b> (Partner Class)	<b>Stage 4</b> (Sent to SLT)	<b>Stage 5</b> (Sent to Headteacher)
	<b>Recording</b>	None needed – Conversation	None needed – Conversation	Record on CPOMS Phone call Home	Record on CPOMS Phone call Home	Record on CPOMS Phone call Home/Face to face meeting

	<b>Sanction</b>	Reminders about the School Charter and visual prompts as necessary.	Discussion between pupil and staff to identify inappropriate behaviours. The discussion will support the pupil to make more appropriate choices going forward.	3-5 minutes in a partner classroom.  Teachers to decide on how much time is appropriate.  <u>Restorative Question Cards to be used</u>	Sanction will be judged on individual cases.  <u>Restorative Question Cards to be used</u>	Sanction will be judged on individual cases  <u>Restorative Question Cards to be used</u>
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### Sanctions Chart (LUNCHTIME)

Ready	<b>Stage of Behaviour</b>	<b>Stage 1</b> (Official Warning)	<b>Stage 2</b> (Safe area in playground or table in the Hall)	<b>Stage 3</b> (Radio for Class Teacher or SLT)	<b>Stage 4</b> (Sent to SLT)	<b>Stage 5</b> (Sent to Headteacher)
	<b>Recording</b>	None needed – Conversation	Record on CPOMS	Record on CPOMS Phone call Home	Record on CPOMS Phone call Home	Record on CPOMS Phone call Home/Face to face meeting
	<b>Sanction</b>	Discussion between pupil and staff to identify inappropriate behaviours. The discussion will support the pupil to make more appropriate choices going forward.	5- 10 minutes in a safe area of playground (e.g. the benches)  Teachers to decide on how much time is appropriate.  <u>Restorative Question Cards to be used</u>	Sanction will be judged on individual cases.  <u>Restorative Question Cards to be used</u>	Sanction will be judged on individual cases.  <u>Restorative Question Cards to be used</u>	Sanction will be judged on individual cases  <u>Restorative Question Cards to be used</u>

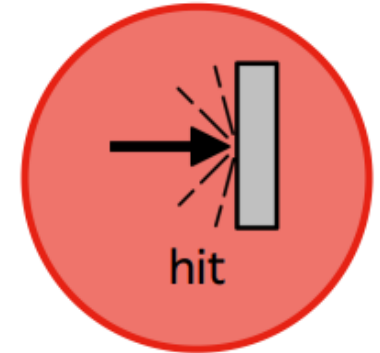
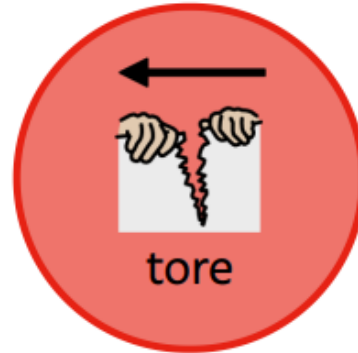
<p><b>School Charter 1. We are kind and thoughtful towards everyone.</b></p>	<ul style="list-style-type: none"> <li>- Calling names.</li> <li>- Unkind comments that upset others.</li> <li>- Refusal to participate.</li> <li>- Being rude to children.</li> <li>- Winding up other children.</li> </ul>		<ul style="list-style-type: none"> <li>- Swearing at children.</li> <li>- Swearing at adults.</li> <li>-Rudeness towards staff</li> </ul>	<ul style="list-style-type: none"> <li>- Hurting other children, for e.g. pushing, pinching, poking (where no mark is left)</li> <li>- Spitting.</li> </ul>	<ul style="list-style-type: none"> <li>- Intentionally offensive racial, sexist or sexual-orientation comments.</li> <li>- Physical bodily harm, for e.g. punching, kicking, slapping, biting (where serious marks are left).</li> <li>- Bullying (including cyber, prejudiced-based and discriminatory bullying).</li> <li>- Sexual harassment.</li> <li>-Significant unacceptable behaviour outside of school</li> <li>-Racist behaviour or language</li> </ul>
<p><b>2. We are honest and trustworthy</b></p>	<ul style="list-style-type: none"> <li>- Taking others children's property without asking.</li> <li>- Telling lies.</li> </ul>			<ul style="list-style-type: none"> <li>-Spreading intentionally hurtful rumours about others.</li> </ul>	<ul style="list-style-type: none"> <li>-Stealing school Equipment.</li> <li>- Stealing from children and adults.</li> </ul>

<p>3. We help to keep our school attractive and safe.</p>	<ul style="list-style-type: none"> <li>- Throwing equipment around the classroom.</li> <li>- Rocking on chairs.</li> <li>- Uniform/ jewellery issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Minor damage to classroom displays.</li> <li>- Kicking over a chair.</li> </ul>	<ul style="list-style-type: none"> <li>- Throwing objects to damage school property.</li> <li>- Breaking school equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Bringing banned items (that haven't been agreed) into school.</li> <li>- Spitting.</li> </ul>	<ul style="list-style-type: none"> <li>- Vandalising school property. – Attempting to leave school premises without permission.</li> <li>- Deliberately throwing objects at others to cause harm.</li> <li>- Bringing dangerous items/ weapons into school that could harm others.</li> <li>- Possession or use of illegal drugs, alcohol, cigarettes, vaping equipment or any other prohibited item in school or around the school grounds.</li> </ul>
<p>4. We always listen to others.</p>	<ul style="list-style-type: none"> <li>- Disrupting a lesson.</li> <li>- Talking while the teacher is talking.</li> <li>- Calling out.</li> </ul>	<ul style="list-style-type: none"> <li>- Walking away from an adult who is trying to discuss an issue.</li> </ul>			<ul style="list-style-type: none"> <li>- Creating a substantial disturbance in class which prevents others from learning.</li> </ul>
<p>5. We walk quietly and sensibly around the school.</p>	<ul style="list-style-type: none"> <li>- Running in school.</li> <li>- Talking in corridors without good reason.</li> <li>- Creating disturbances when moving around school.</li> </ul>				<ul style="list-style-type: none"> <li>- Creating a substantial disturbance around school which prevents others from learning.</li> </ul>

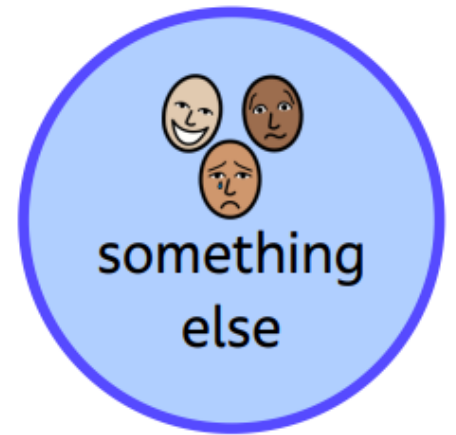
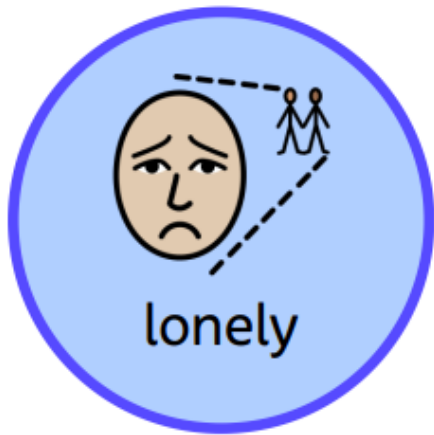
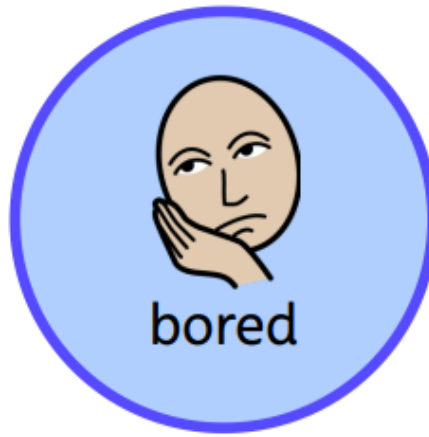
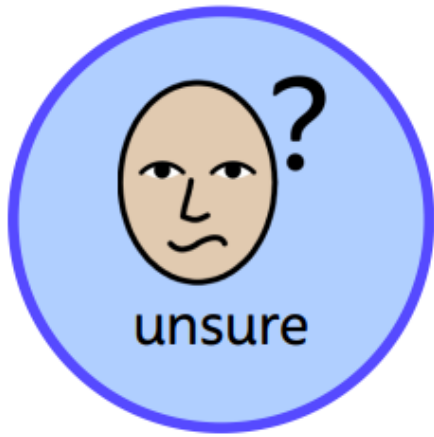
<p>6. We always work to the best of our ability.</p>	<ul style="list-style-type: none"> <li>- Working very slowly or without usual effort.</li> <li>- Refusal to participate.</li> <li>- Poor presentation.</li> <li>- Wasting time.</li> </ul>		<ul style="list-style-type: none"> <li>- Damaging other children's work.</li> <li>- Scribbling on work or damaging work.</li> </ul>	<ul style="list-style-type: none"> <li>- Creating a disturbance in class which affects learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Creating a substantial disturbance in class which affects learning.</li> </ul>
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*Repeated offences of breaking our School Charter will result in children moving up through the stage system.*

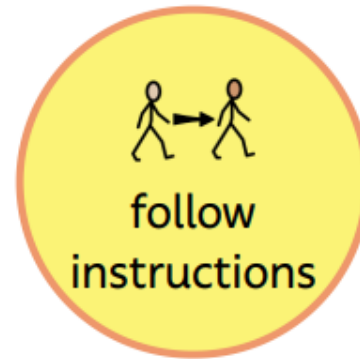
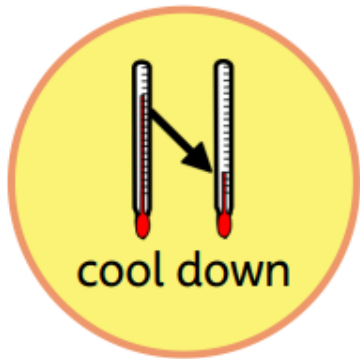
Restorative Question Prompts (*Appendix B*)



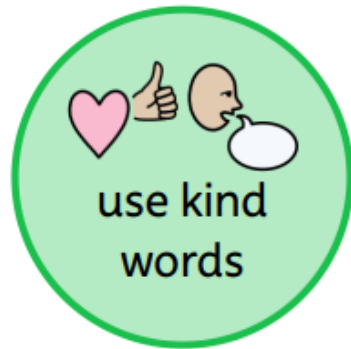
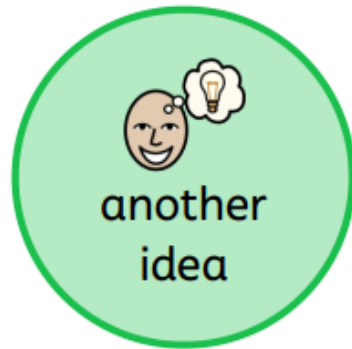
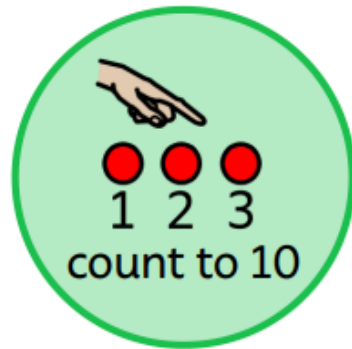
What happened?



How were you feeling?



How can we make it right?



What can you do next time?