



REIGATE ST MARY'S  
PREPARATORY AND CHOIR SCHOOL

# **Behaviour Policy**

## **to include Early Years Foundation Stage**

**ISI Code:**

**Policy Author:**

**Date Reviewed by Author:**

**Next Review Date:**

**Date Approved by Governor Body:**

**Next Review by Governor Body Due:**

9 Behaviour Policy including EYFS

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It is the philosophy of Reigate St Mary's that generous amounts of praise are always more effective in developing individuals appropriately as well as developing the community we want, and therefore staff are encouraged to look for things to praise in pupils. Positive verbal feedback (PVF) is very easy to give and generally highly effective in achieving the response and motivation we seek.

### **Charter of Values**

We treat other people as we would like to be treated

We forgive

We are always honest, truthful and fair

We listen to each other

We are kind and helpful

We do our best to be our best selves

### **Golden Rules**

Do not disrupt the flow of a lesson

Treat others and property with respect

### **Class Learning Charter**

*Each form group will devise their own charter during PSHEE lessons*

### **Restorative Approach to Behaviour management**

At Reigate St Mary's we believe the key to successful behaviour management is involving the children in restoring good behaviour, hence we embrace the Restorative Approach.

**Restorative Approaches are inspired by the philosophy and practices of Restorative Justice which aims to repair harm caused to relationships and communities by conflict.**

**Crucially it is believed that is best achieved by focusing upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected.**

**(Restorative Justice 4 Schools)**

Restorative Justice is based on five key features – the 5 Rs

- Respect
- Responsibility
- Relationships
- Repair
- Resilience

### **Restorative Practices**

We believe that by using the Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. The approach encourages pupils to think about how their behaviour affects others, both pupils and staff, how to relate to each other and how to find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of Restorative Practices and understand the importance of modelling positive language, and behaviour and developing positive and meaningful relationships with colleagues and pupils.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

<b>Authoritarian Approaches</b>	<b>Restorative Approaches</b>
The focus is on:	The focus is on:
Rule- breaking	Harm done to the individuals
Blame or guilt	Responsibility and problem solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
And, as a result:	And, as a result:
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability + being punished	Accountability + putting things right.

At Reigate St Mary's most situations can be dealt with by working through these restorative questions:

What happened?

What were you thinking/ feeling?

What do you think/ feel now?

Who has been affected and how?

What needs to happen to put things right?

What are you going to do differently next time?

These questions are introduced through a reflection sheet.

However, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources are all used to support the pupils' understanding and development of empathy.

Green Shoots use a sunshine visual to enhance their positive approach to behaviour management.

This approach is also adapted for other pupils throughout the school, including those with Special Educational Needs who may require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Refer to the SEND Policy and Equality Policy.

Our key aim is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

In addition to the Restorative Approach there are formal rewards which we use to enhance our positive approach to behaviour management.

### **House points**

These are an individual award which then contributes to the overall House totals. House point tokens are given for good work, good effort, good or kind behaviour, helpfulness etc. taking into account the individual pupil. It is an important part of our job to motivate and praise the children and giving House points regularly should be the aim.

Recognising and celebrating House achievement is significant in terms of raising pupil attainment, increasing collaboration and creating a climate where success is celebrated and admired by all. Such an environment gives pupils opportunities to learn how to value themselves and to reflect on what they have achieved.

All teachers are responsible for giving House point tokens. At the end of each term the House point tokens in each House tube, situated in the foyer of Beech House, will be added up and an announcement made of how many House point tokens each House has achieved.

### Marbles

Marbles are awarded to a form for whole class good work, effort or behaviour. These are put into a jar/transparent container in the form room. When a level indicated on the jar has been reached, the Form Teacher agrees with the form a whole class reward eg. one free period for own games, extended break, watching a video etc.

### Other rewards

As it is appropriate to give different awards for different age groups individual teachers are allowed to give appropriate motivating rewards. Food rewards are not appropriate.

### Consequences

At Reigate St Mary's it is the ethos of the school to promote positive behaviour through praise and rewards over the use of sanctions. A philosophy that believes praise and rewards are a better and more sustainable way to ensure good behaviour should be adopted by all staff. However, there are times when an appropriate sanction has to be applied to give a firm message that breaking rules is not acceptable.

***At no time may adults use, or threaten to use corporal punishment.***

The Pastoral Care Policy explains the responsibilities and procedures that teaching and support staff should follow when dealing with disciplinary matters.

### Sanctions

- The Step System deals with inappropriate behaviour/choices for all children (Green Shoots to Year 6). If children do not adhere to the school's behaviour code, then they will be placed on one of the school's steps of consequence by an adult.
- There are two systems that operate alongside each other during the school day, one for inside the school building and the other for the playground.
- The inside school and playground systems are run separately and do not accumulate.
- Each day children start afresh (steps will not be carried over – however the Step Record Sheet will be kept by the class teacher to monitor frequency.)

<b>Steps of Consequence Year Reception to Year 6</b>		
	<b>Inside School</b>	<b>Playground</b>
<b>Pre-step</b>	Verbal Warning	Verbal Warning
<b>Step 1</b>	Name recorded on the Steps Record sheet This is to be kept on a clipboard and to follow the class to lessons outside the classroom	The adult will talk to child about choices. A change of activity may be suggested
<b>Step 2</b>	Moved for 5 minutes (timers to be used) within class	

	Thinking Spot to be deployed to sit on for Lower School.	Child stands in the time out area (decided by the adult) for up to 5 minutes
	At a teacher's discretion, during assembly, a warning will be issued followed by a step 2 straight away if the behaviour code is not being followed	
<b>Step 3</b>	Removed out of class for 5 minutes to another classroom	Child stands in the time out area (decided by the adult) for up to 5 minutes – <b>Class teacher informed</b>
	At a teacher's discretion, where individuals cannot be identified, groups of children may be slightly delayed in going out to play or entering the school, if the behaviour code is not being followed.	
<b>Step 4</b>	Removed out of class for 5 minutes to another classroom	Child stands in the time out area (decided by the adult) for up to 5 minutes
	<b>Parents informed by telephone call, face to face conversation with a teacher, a message in the communication Book/ Reading Record or email</b>	<b>Parents informed by telephone call, face to face conversation with a teacher, a message in the communication Book/ Reading Record or email</b>
	The member of staff who witnessed the incident must investigate, type up, pass on the notes to the Form Teacher, and Phase Leader. The Phase Leader will transfer the information to the Pastoral Tracking Sheet.	
<b>Step 5</b>	Sent to Phase Leaders (if not available the Assistant Head Lower School/ Head of Lower School/ Assistant Head Welfare).	Sent to Phase Leaders (if not available the Assistant Head Lower School/ Head of Lower School/ Assistant Head Welfare).
	<b>Parents informed by telephone call, face to face conversation with a teacher, a message in the communication Book/ Reading Record or email.</b> The member of staff who witnessed the incident must investigate, type up and pass on notes to the Form teacher and Phase Leader. Child to attend a <b>reflection session*</b>	<b>Parents informed by telephone call, face to face conversation with a teacher, a message in the communication Book/ Reading Record or email</b> The member of staff who witnessed the incident must investigate, type up and pass on notes to the Form teacher and Phase Leader; Child to attend a <b>reflection session*</b>
	All Step 5 incidents will be investigated by either the Assistant Head Welfare, Assistant Head Lower School or Head of Lower School and if unavailable by another member of the Senior Leadership Team before final decisions are taken.  The Phase Leader is to record the information on the Pastoral Tracking Sheet	

<b>Step 6</b>	<b>Internal Exclusion</b> – Parents informed verbally by the Head of Lower School or Assistant Head Lower School or Assistant Head Welfare
<b>Step 7</b>	<b>Fixed Term Exclusion/ Permanent Exclusion</b> (please refer to information below).

<b>Steps of Consequence Green Shoots and Kindergarten</b>	
<b>Pre-step</b>	Verbal warning.  Green Shoots use a visual aid to support their verbal warning. All children begin with their picture on the happy cloud. If a verbal warning is needed this is supported by moving the child's picture to the sad cloud.
<b>Step 1</b>	Name recorded on the Steps Record sheet (Form Teachers have copies)
<b>Step 2</b>	Move away from current activity and child can choose another activity
<b>Step 3</b>	Time out with a visual prompt, after which the incident can be discussed
<b>Step 4</b>	Parents informed by telephone, face to face conversation with key worker or message in communication book.
<b>Step 5</b>	Early Years Coordinator or in her absence Head of Lower School or Assistant Head Lower School called to Green Shoots or Kindergarten. Parents informed by telephone call, face to face conversation with key worker or message in communication book.  Any additional consequence will be decided on a case by case basis in consultation with the Senior Leadership Team.

**Behaviours that warrant Steps of Consequences:**

<b>BEHAVIOURS</b>
Interrupting the flow of the lesson
Generally poor behaviour around school
Calling out
Distracting others
Talking
Not co-operating
Unkind actions: e.g. staring, pushing in
Unkind words
Graffiti, litter and damage to the school fabric
Repeat of behaviour

In certain instances, a child may be awarded an instant Step 5, as per the examples below. All instant Step 5 incidents will be investigated by either the Assistant Head Welfare, Assistant Head Lower School or Head of Lower School and if unavailable by another member of the Senior Leadership Team before final decisions are taken.

Although not intended to be an exhaustive list, the following will always be regarded as serious:

a	If a child receives three step 3s within one week
b	Refusal to follow adult instructions
c	Intentional harmful physical contact with a child or adult including biting
d	Racial, cultural, disability, sexual, religious or any discriminatory abuse
e	Inappropriate language, or tone at an adult, including answering back, swearing
f	Deliberately intending to endanger another child or adult
g	Deliberately damaging any property
h	Stealing
j	Any form of bullying, whether physical, written or verbal.
j	Deliberately bringing the school into disrepute. Any other significant breach of the Reigate St Mary's Lower School Behaviour Policy/ Anti-Bullying Policy may result in an immediate step 5 or 6 at the Head of Lower School or Assistant Head Welfare's discretion

- If children reach step 5 (\*), they will be required to attend a break time 'Reflection' session with the Phase Leaders, Assistant Head Lower School, Head of Lower School or Assistant Head Welfare. This will be an opportunity to reflect on their actions and ways that they can positively improve on their behaviour and choices in the future. The children will still have some playtime.
- If a child receives six Step 5s in Lower School or four Step 5s in Middle and Upper School within one half term period, at the discretion of the Assistant Head (Welfare) or Head of Lower School, they will be given a Behaviour Support Plan. This will endeavour to break the pattern and encourage the child to make better/safer choices. The Behaviour Support Plan will be reviewed half termly.
- Any further steps following a Behaviour Support Plan will result in a Step 6 (internal exclusion) for a single incident, at the Assistant Head (Welfare) or Head of Lower School's discretion. The child will be required to spend the day away from their classroom, working independently with a member of the Senior Leadership Team. The internal exclusion may start from the time of the incident to the same time the following day. The child will have a separate reduced work break and lunchtime to their peers.
- The Head of Lower School, Assistant Head of Lower School, Deputy Head and Assistant Head (Welfare) and Key Stage 2 staff will meet regularly to discuss behaviour and identify any trends which will be acted upon, e.g. through assemblies, circle times and PSHE lessons.
- Step structure for Extended Day is outlined in the Appendix

## Exclusion (Step 7)

### Fixed Term Exclusion

Only the Headmaster, or in his absence the Deputy Head or Head of Lower School has the authority to exclude a pupil from school for a fixed term. This will always be after all evidence has been gathered and all staff concerned have been consulted and after meeting with the pupil's parents. Exclusion is not generally regarded as a good form of sanction for prep school aged children and is only to be used if behavioural issues are endangering or

compromising other pupils learning and only after all other options have been tried. Exclusion will generally be used as the last major sanction before a pupil is asked to leave or be withdrawn.

The pupil's Form Teacher may be asked to advise the Headmaster, Deputy Head or Head of Lower School as to the pupil's previous conduct and any mitigating circumstances – in effect, to act as the pupil's advocate. While this may delay a decision, it will allow for a greater degree of justice to be done. The length of the fixed term exclusion should always be proportional to the offence and should be decided (at least initially) without reference to previous offences. Exclusions should normally be a minimum of half a day and a maximum of five days.

Once the decision has been taken that exclusion is warranted, the parents should be contacted by telephone and given the opportunity to discuss both the misdemeanour and the outcome, before the decision is published. Parental support will be best ensured by making it an agreed decision, although this will not always be possible. The Headmaster will write a letter, setting out the nature of the offence and the length of the suspension, and will see the parents and pupil on their return to school.

When the exclusion is communicated to parents, the Headmaster may issue a final warning, indicating that a similar offence would be liable to lead to the parents being asked to withdraw the pupil, or failing that, the pupil being expelled.

Parents have the right to appeal any decision to exclude to the Governors.

### **Permanent Exclusion**

Only the Headmaster can permanently exclude a pupil. If, in his absence, an incident occurs which may lead to permanent exclusion, the pupil should be suspended pending the Headmaster's return, and the Chairman of Governors informed. Although the pupil's interests will be taken into account, the school has a duty of care to all its pupils and staff and the final decision should reflect the need to safeguard the interests of the whole community.

Parents have the right to appeal any decision to permanently exclude to the Governors.

### **Confidentiality**

The school will not enter into discussions about other children and their level of consequence out of respect for their privacy and right for anonymity.

### **Malicious Allegations**

Any pupil who is found to have made a malicious accusation against a member of staff will be dealt with by the Headmaster on a case by case basis.

### **Anti-Bullying**

Please see the Anti-Bullying Policy and bullying incident form.

### **Children with Special Education Needs and Disabilities**

All children at Reigate St Mary's will be expected to follow the school's Charter of Values and Golden Rules. Children with specific behaviour difficulties will be given extra support and reasonable adjustments made in accordance with the Equality Act 2010.

These adjustments will be co-ordinated by the SENCO and Form Teacher in partnership with parents.

Those pupils with Special Education Needs and disabilities (SEND) as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

Further information is available in the school's SEND Policy.

### **Race Equality and Equal Opportunities**

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.



## **Restrictive Physical Intervention**

Please refer to our Touch and Restrictive Physical Intervention policy

## **Record Keeping and Reporting**

Teachers will feedback children's summary of behaviour at the parents' evening.

Staff will record steps 1-3 on the Steps Record Sheet. All step 4, 5 and 6 incidents and are to be emailed to Phase Leaders who will record on the Pastoral Tracking Sheets, which includes a register of sanctions (Appendix 10).

Reflection sessions are to be collated by the Phase Leaders and passed on to the Head of Lower School and Assistant Head (Welfare) following completion.

Step Sheets are to be passed to Phase Leaders half termly. The Early Years and Lower School Phase Leaders will meet with the Head of Lower School half termly and the Middle and Upper School Phase leaders will meet with the Assistant Head (Welfare) half termly. All steps 4, 5 and 6 will be regularly reviewed to analyse for potential bullying by the Head of Lower School and the Assistant Head (Welfare).

## **Parental involvement**

- a) Full support is expected from parents in dealing with their child's behaviour. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements which might affect a child's behaviour and/or performance at school.
- b) Parents are notified in serious cases of misbehaviour or in the case of gradual deterioration of behaviour (upon the child reaching step 4 in a day) with the expectation that school and home will be able to support each other to prevent further occurrences.

## **Pupil Transition**

### **Transition between phases**

Reigate St Mary's is the junior school of Reigate Grammar School and the majority of our pupils move onto our senior school for their secondary education. There is a close link between the two schools and the Assistant Head (Welfare) and SENCO of Reigate St Mary's meet with the Head of First Form and the Deputy Head of Reigate Grammar School to discuss children's needs. We can arrange additional visits to the senior school to meet teachers and help children become familiar with the environment.

### **Transition between Early Years and Key Stage 1 and Key stage 1 and 2**

To ensure a smooth transition between each phase, all form teachers meet to formally handover documentation and discuss the pupils. From Early Years to Year 1, all children engage in a series of activities and the children also receive a transition booklet, this helps to familiarise the children with new routines and staff members

## **Policies**

Please refer to the DfE Non-statutory advice *Behaviour and Discipline in schools (2016)*.

This policy must be read in conjunction with the school's other policies including:

Safeguarding

Teaching and Learning

Anti-Bullying

Complaints

Equality

Online Safety

SEND

Touch and Restrictive Physical Intervention

## **Outside Agencies**

Close links are established with external support agencies.

## **Monitoring and Review**

The Head of Lower School and Assistant Head (Welfare), in association with the Senior Leadership Team, will review this policy annually.

## **Appendix I**

### **Notification of Step 4 (sample message)**

Name\_\_\_\_\_ Class\_\_\_\_\_ Date\_\_\_\_\_

Today your child has been involved in a series of incidents. This shows that they have not followed the Reigate St Mary's Behaviour Policy

#### **Charter of Values**

We treat other people as we would like to be treated

We forgive

We are always honest, truthful and fair

We listen to each other

We are kind and helpful

We do our best to be our best selves

#### **Golden Rules**

Do not disrupt the flow of a lesson

Treat others and property with respect

Step 4 acts as a final warning.

If your child continues to make poor choices with regard to their behaviour they will need to attend two reflection sessions, in order to reflect on good behaviour choices.

Please discuss the incident with your child and should you have any queries please do not hesitate to come and discuss further.

Yours sincerely,

Form teacher

## Notification of Step 5

### Cumulative (sample message)

Name\_\_\_\_\_ Form\_\_\_\_\_ Date\_\_\_\_\_

This week your child has received three step 3s (see Behaviour Policy on the school website). This shows that they have not followed the Reigate St Mary's Behaviour Policy

As a result, your child will need to attend two reflection sessions, in order to reflect on good behaviour choices.

#### Charter of Values

We treat other people as we would like to be treated

We forgive

We are always honest, truthful and fair

We listen to each other

We are kind and helpful

We do our best to be our best selves

#### Golden Rules

Do not disrupt the flow of a lesson

Treat others and property with respect

Please discuss the incident with your child and should you have any queries please do not hesitate to come and discuss further.

Yours sincerely,

Form teacher

## **Notification of Step 5**

### **Instant (sample message)**

Name \_\_\_\_\_ Form \_\_\_\_\_ Date \_\_\_\_\_

Today your child has been involved in an instant Step 5 incident (see Behaviour Policy on the school website).

Your child will need to attend two reflection sessions, in order to reflect on good behaviour choices.

Please discuss the incident with your child and should you have any queries please do not hesitate to come and discuss further.

Yours sincerely,

Form teacher

## Notification of Step 5

### Series of incidents (sample message)

Name \_\_\_\_\_ Form \_\_\_\_\_ Date \_\_\_\_\_

Today your child has been involved in a series of incidents. This shows that they have not followed the Reigate St Mary's Charter of values and Golden Rules.

Your child will need to attend two reflection sessions, in order to reflect on good behaviour choices.

#### Charter of Values

We treat other people as we would like to be treated

We forgive

We are always honest, truthful and fair

We listen to each other

We are kind and helpful

We do our best to be our best selves

#### Golden Rules

Do not disrupt the flow of a lesson

Treat others and property with respect

Please discuss the incident with your child and should you have any queries please do not hesitate to come and discuss further.

Yours sincerely,

Form teacher



### Appendix 3

#### Breakfast Club and Extended day

##### Pre-step

Verbal Warning

##### Step 1

###### **Inside**

Name recorded on the Steps Record sheet

###### **Outside**

The adult will talk to a child about choices. A change of activity may be suggested.

##### Step 2

###### **Inside**

Moved for 5 minutes (Lower School) or 10 minutes (Upper School) within the current room.

###### **Outside**

Child stands in the time out area (decided by the adult) for 5 minutes (Lower School) or 10 minutes (Upper School)

##### Step 3

Removed to another room (library/playground) for 5 minutes (Lower School) or 10 minutes (Upper School)

##### Step 4

**As Step 3 and Parents informed by telephone call or face to face conversation with Extended Day Manager.**

##### Step 5

**Sent to Extended Day Manager so apology letter can be written. Parents informed by telephone call or face to face conversation with Extended Day Manager.**

##### Step 6

**Internal Exclusion** – Sent to the member of SLT on duty for the remainder of the session. Parents informed verbally by the Extended Day manager and followed up by a letter from the Head of Lower School or Assistant Head Pastoral ( Upper School)

Appendix 4

**5-STEP BEHAVIOUR POLICY  
FOR RECEPTION TO YEAR 6**

**PRE-STEP**  
Verbal warning.



**STEP 1**  
Name recorded on the Steps Record Sheet.  
This is to be kept on a clipboard and to follow the class to lessons outside the classroom.



**STEP 2 (Classroom)**  
Moved for 5 minutes (timers to be used) within class.  
Thinking spot to be deployed to sit on (Lower School)

**STEP 2 (Assembly)**  
At teacher's discretion, a warning will be issued followed by a Step 2 straight away if the behaviour code is not followed.



**STEP 3 (Individuals)**  
Move out of classroom for 5 minutes if Early Years or Key Stage 1. Stand in the time out area (decided by teacher) for up to 5 minutes if Middle or Upper School.

**STEP 3 (Groups)**  
At a teacher's discretion, where individuals cannot be identified, groups of children may be slightly delayed in going out to play or



**STEP 4**  
Remove out of class for 5 minutes to another classroom.  
**Parents informed by telephone, face-to-face conversation with a teacher, a message in the Communication Book/Reading Record or email**  
The member of staff who witnessed the incident must investigate, type up and pass on notes to the Form Teacher and Phase Leader.  
The Phase Leader will transfer the information to the Pastoral Tracking Sheet





## STEP 5

Sent to Phase Leaders and if not available Assistant Head (Lower School), Head of Lower School or Assistant Head (Welfare)

**Parents informed by telephone call, face-to-face conversation with a teacher, a message in the Communication Book/Reading Record or email**

*The member of staff who witnessed the incident must investigate, type up and pass on notes to the Form teacher and Phase Leader*

*Child to attend a Reflection Session*

*All Step 5 incidents will be investigated by a member of the Senior Leadership Team before final decisions are taken. The Phase Leader will record the information on the Pastoral Tracking Sheet.*

## STEP BEHAVIOUR POLICY FOR BREAKFAST CLUB AND EXTENDED DAY

### PRE-STEP

Verbal warning



### STEP 1

Name recorded on the Steps Record Sheet  
(Form Teachers have copies)



### STEP 2

Move away from current activity and  
child can choose another activity



### STEP 3

Time out with a visual prompt,  
after which the incident can be discussed



### STEP 4

Parents informed by telephone,  
face to face conversation with Key Worker or  
message in communication book.



## STEP 5

Early Years Coordinator or in her absence Head of Lower School or Assistant Head (Lower School) called to Green Shoots or Kindergarten.  
Parents informed by telephone call, face to face conversation with Key Worker or message in communication book

### STEP BEHAVIOUR POLICY DINING HALL FOR RECEPTION TO YEAR 6

#### PRE-STEP

Verbal warning.

#### STEP 1

The adult will talk to child about choices. A change of activity may be suggested.

#### STEP 2

Child stands in the 'time out' area (decided by the adult) for up to 5 minutes.

#### STEP 3

Child stands in the 'time out' area (decided by the adult) for up to 5 minutes.  
Form teacher informed.

#### STEP 4

Child stands in the 'time out' area (decided by the adult) for up to 5 minutes.  
**Parents informed by telephone, face-to-face conversation with a teacher, a message in the Communication Book/Reading Record or email**

The member of staff who witnessed the incident must investigate, type up and pass on notes to the Form Teacher and Phase Leader.

The Phase Leader will transfer the information to the Pastoral Tracking Sheet

### STEP 5

Sent to Phase Leaders and if not available Assistant Head (Lower School), Head of Lower School or Assistant Head (Welfare)

**Parents informed by telephone call, face-to-face conversation with a teacher, a message in the Communication Book/Reading Record or email**

The member of staff who witnessed the incident must investigate, type up and pass on notes to the Form teacher and Phase Leader  
Child to attend a Reflection Session

*All Step 5 incidents will be investigated by a member of the Senior Leadership Team before final decisions are taken.  
The Phase Leader will record the information on the Pastoral Tracking Sheet.*

## STEP PLAYGROUND BEHAVIOUR POLICY FOR RECEPTION TO YEAR 6

### PRE-STEP

Verbal warning.

### STEP 1

The adult will talk to child about choices. A change of activity may be suggested.

### STEP 2

Child stands in the 'time out' area (decided by the adult) for up to 5 minutes.

### STEP 3

Child stands in the 'time out' area.  
Form Teacher informed.

### STEP 4

Remove out of class for 5 minutes to another classroom.

**Parents informed by telephone, face-to-face conversation with a teacher, a message in the Communication Book/Reading Record or email**

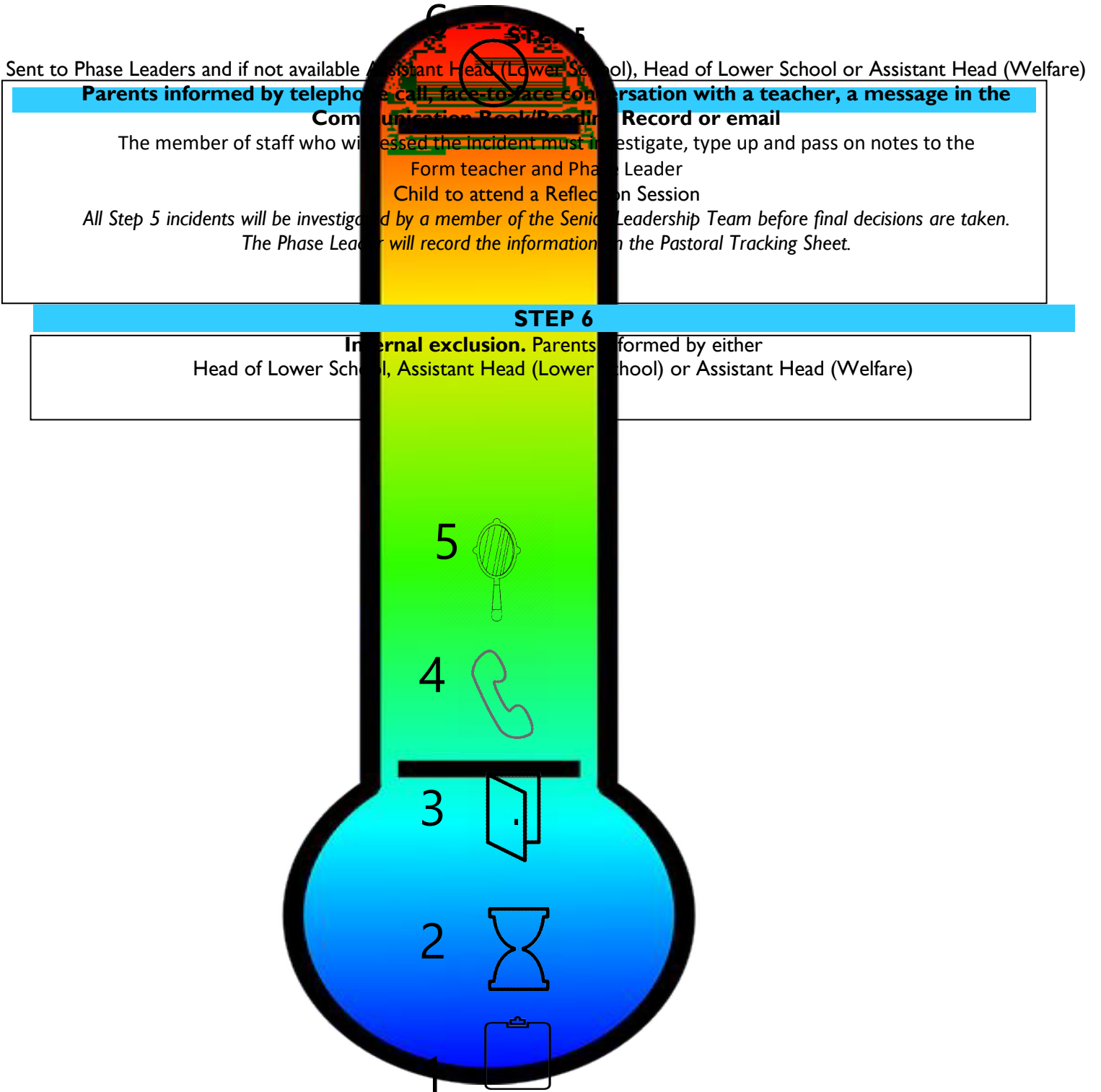
The member of staff who witnessed the incident must investigate, type up and pass on notes to the Form Teacher and Phase Leader.

### STEP 7

**Fixed term exclusion.** Parents informed by the Headmaster.

## Appendix 5

### Behaviour thermometer



VW



REIGATE ST MARY'S  
PREPARATORY AND CHOIR SCHOOL

Appendix 6

**Behaviour Reflection Sheet**  
(Lower School)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**How are you feeling?**



Scared



Angry



Sad



Worried

**What happened?**

Not on task

Not following instructions

Not using kind words

Being disrespectful

Pushing or hitting

Out of seat or area

## What will you do differently next time?

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Teacher's signature \_\_\_\_\_

Parent's signature \_\_\_\_\_

### Appendix 7

## Middle and Upper School Reflection Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

I was not:      Following Rules      Being Respectful      Being Safe      Listening  
(Circle all      Following Directions      Being Cooperative      Being Responsible  
that apply)

Other: \_\_\_\_\_

What happened from your point of view?

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What were you thinking and feeling at the time?

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Who else had been affected by this?

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What do you need to do now to put things right?

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What are you going to do differently next time?

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My Signature \_\_\_\_\_

## Appendix 8

### Useful websites

Restorative Justice Council: <http://www.restorativejustice.org.uk/>  
Education Scotland – Restorative Approaches:

<http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/positivebehaviour/approaches/restorative/Index.asp>

Transforming Conflict: <http://www.transformingconflict.org>





Sacro: [http://www.sacro.org.uk/html/schools\\_work.html](http://www.sacro.org.uk/html/schools_work.html)

The International Institute for Restorative Practices (UK): <http://uk.iirp.edu/>

## Appendix 10

### TRACKING PASTORAL ISSUES

This form has been designed to allow pastoral issues to be monitored and to track issues over time to identify any trends which may occur.

	Bullying Allegations
	Unkindness
	Falling out
	Racism



Friendships



PE/Sport

Date	Name of pupil	Form of Pupil	Name(s) of other pupils involved	Outline of issue	Member of staff dealing with issue	Action taken	Follow up