



St Joseph's Catholic Primary School

Relationships and Positive Behaviour Policy Appendix B – Playground Sanctions

Date ratified by Governors:	November 2022
Date of next review of the policy:	Autumn 2023
This policy is reviewed:	Annually

Learn together and grow in God's love

Aspiration - Compassion - Community - Faith - Respect – Responsibility

Behaviour & sanctions - Playground

<p align="center">Whole School Values Aspiration - Compassion - Community - Responsibility - Respect - Faith All adults use the language of Whole School Values to reinforce positive playground behaviour. This is underpinned by an approach which encourages positive playground interactions between children through the use of playground zones and Sports Leaders.</p>		
Level One Behaviour	Warning/Reminder expectations & School Values	Rule Reminder Script
<p>Behaviours do not interfere with children's right to be safe.</p> <ul style="list-style-type: none"> Inappropriate / unkind language aimed at others (but not discriminatory). Treating the playground environment / equipment without respect. Rudeness to an adult. Bickering and squabbling. 	<p>Low key response</p> <p>Rule reminder / quiet reminder of the school values.</p> <p>Reminder that the behaviour is unacceptable</p>	<p>I noticed you chose to ... This is a reminder that we need to ... (refer to value). At St. Joseph's School, we ... (describe the positive behaviour choice). Do you remember when you (give an example of previous positive behaviour), that is the behaviour I expect from you. I know that you can make the right choice – thank you.</p>
Level Two Behaviour	Restorative Conversation	Restorative Script
<p>Behaviours do not interfere with children's right to be safe.</p> <ul style="list-style-type: none"> Continuation of L1 behaviours Inappropriate / unkind language aimed at others (but not discriminatory). Beginning to challenge authority. Treating the playground environment / equipment without respect Rudeness to an adult. Bickering and squabbling. 	<p>MMS use lanyards to hold a restorative conversation with child(ren).</p>	<p>What happened? What were you feeling/thinking at the time? How do you feel now? How did this make other people feel? Who has been affected and how? What should we do to put things right? If this happened again, how could you do things differently?</p>
Level Three Behaviour	Time-Out on fence 5 minutes	Restorative Script
<p>Behaviours do not interfere with children's right to be safe.</p> <ul style="list-style-type: none"> Continuation of L1/2 behaviours Inappropriate / unkind language aimed at others (but not discriminatory). Beginning to challenge authority. Treating the playground environment / equipment without respect. Rudeness to an adult. Bickering and squabbling 	<p>MMS use lanyards to hold a restorative conversation with child(ren).</p>	<p>What happened? What were you feeling/thinking at the time? How do you feel now? How did this make other people feel? Who has been affected and how? What should we do to put things right? If this happened again, how could you do things differently?</p>
<p>Teacher and phase leader to meet with parents after 3x yellow cards within a week to discuss concerns/strategies. Involve DHT if concerns continue. Record on CPOMs if parents met or additional concerns. Teacher and SLT to meet with parents if there is not a decrease in yellow cards following the initial meeting to discuss continued concerns/strategies.</p>		
Level Four Behaviour (SLT in charge informed)	HT/SLT decision & Lunchtime Reflection	
<p>These are behaviours which impinge on an adult or child's right to feel safe.</p> <ul style="list-style-type: none"> Behaviour continues once the child has had time-out on the fence. Persistent rudeness to an adult. Persistent refusal to follow adult instruction. Offensive / abusive language. Intentionally breaking playground equipment. Refusal to engage in a restorative conversation. Deliberately excluding another child. Play-fighting 	<p>Record on CPOMs</p> <p>Immediately removed from the playground if dysregulated.</p> <p>A behaviour contract may be considered if the child is receiving lots of yellow cards.</p>	
Level Five Behaviour (SLT in charge informed)	HT decision Internal/fixed-term (HT) suspension	
<p>These are behaviours which impinge on an adult or child's right to feel safe.</p> <p>The 5 non-negotiables</p> <ol style="list-style-type: none"> Deliberately hurting others Putting self or others in danger Inappropriate and discriminatory language, including racial and homophobic language Self-exiting playground Persistent disruptive behaviour 	<p>Immediately removed from the playground if dysregulated. Off the playground the following day. The child would remain inside at playtimes with a member of school staff, allocated by SLT. HT may use discretion to adjust the period of time that a child is off the playground, depending on the severity and persistence of behaviour. Perpetrator and victim offered support. Recorded on CPOMs Letter to parents/carers HT decision on Internal Suspension and notify/meet with parents (Senior Leader in charge to notify HT if not in school). HT may authorise external suspension.</p>	

St. Joseph's Governing Body will review this policy every years.

Date: November 2022

Review Date: Autumn 2023

Chair of Governors: Mr Paul Drake

Signature: _____