



BEHAVIOUR POLICY

(including rewards and sanctions, the use of physical restraint and arrangements regarding the searching of pupils and their possessions)

Committee Responsible: School Life Sub-Committee (MGU)

Reviewed by: Deputy Head and DSL

Adopted by Committee: May 2014

Last reviewed: September 2026

Date of next review: September 2029

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Reference Source(s):

As a Quaker school, our approach to behaviour is grounded in the core Quaker testimonies of peace, equality, simplicity, integrity, stewardship and community. We believe that every individual has an "inner light" - a unique worth and potential - which calls for mutual respect, compassion, and responsibility in all relationships within the school community.

This Behaviour Policy is not merely a set of rules, but a reflection of our commitment to nurturing a caring, inclusive, and reflective environment where all members feel valued and supported. Our aim is to help students develop into thoughtful, self-disciplined individuals who understand the consequences of their actions and are able to make choices that align with both personal integrity and the wellbeing of the community.

Rather than focusing on punishment, we prioritise restorative practices, which allow space for reflection, reconciliation, and growth. We encourage students to take ownership of their actions and to seek peaceful solutions to conflict. In this way, our policy supports the development of character, conscience, and a lifelong commitment to social responsibility.

This policy is therefore an expression of our Quaker ethos, aiming to guide behaviour through trust, shared values, and the cultivation of inner discipline, rather than through external control alone.

Rooted in these values, we believe in cultivating a school environment that nurtures growth, dignity, and belonging for all. Our core values – **Endeavour, Respect, Community and Kindness** – guide every behavioural decision, from classroom expectations to the most serious incidents.

At all times, pupils are expected to act responsibly, courteously and considerately to everybody. They are expected to exercise self-discipline and self-respect, showing respect to all. Pupils are expected to do their best to contribute to a positive learning environment and allow others to do the same. An important part of the Quaker contribution to the spiritual life of the children is that, through the silence of Meeting for Worship, they have time to reflect on their behaviour and actions. The belief that we should have respect for the individual and that every individual has a responsibility for their own behaviour is at the heart of this policy.

This policy outlines our full approach to promoting positive behaviour, addressing challenges restoratively, and ensuring the wellbeing of every pupil in our care. The principles and procedures are also explained in more accessible summaries for families (see **Parent Summary**) and pupils (see **Student Guide**).

Respect the wide diversity among us in our lives and relationships. Refrain from making prejudiced judgments about the life journeys of others. Do you foster the spirit of mutual understanding and forgiveness which our discipleship asks of us? Remember that each one of us is unique, precious, a child of God.

Quaker Faith and Practice, Advices and Queries: 22

A. Foundations and Philosophy

Discipline at Sibford is not about control—it is about connection. We believe that behaviour is a form of communication and that, when things become challenging, they are best addressed through guidance, empathy, and opportunities for repair. This approach builds self-regulation, confidence, and community.

Our philosophy is informed by our Quaker foundation and operationalised through:

- **Self-discipline:** We teach the skill of being aware of our place in the world and the interconnected expectations. Through practising self-discipline the community can operate in a harmonious fashion.
- **Restorative:** Behaviour incidents are framed as moments of reflection, learning, and repair, not punishment. Dialogue and accountability are prioritised.
- **Consistent yet compassionate:** Clear expectations are applied fairly and equitably, with consideration for individual circumstances and needs.
- **Collaborative:** All behaviour work is co-owned by staff, pupils, and families, recognising the value of partnership in learning and growth.

This foundation applies across all phases and settings—from Early Years to Sixth Form, in both day and boarding environments. It also applies to all pupils in or at school, representing the school, travelling to or from school, on trips or any other association with the School or in some other way identifiable as a pupil of the School.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue.

B. The Support Structure

Each pupil is held within a relational network (or web) of support, grounded in consistency, approachability, and the commitment to restorative practice. A team of adults work together to respond to behaviour holistically and with care:

- **Parents**
- **Tutor/Junior School teachers:** Provides daily relational anchoring, celebrates progress, follows up on praise and concerns, and collaborates closely with families. Tutors check-in with pupils, initiate restorative conversations, and coordinate reflection activities. They support behaviour improvement (where appropriate) with personalised attention. They play a key role in supporting students before behaviours escalate. The tutor is the primary contact for parents. For Junior School pupils, including Early Years, the tutor role is carried out by the class teacher.
- **Head of Key Stage (HOKS)/Head of Junior School:** Oversees the pastoral systems across phases, supports tutors, ensures consistency and manages reports. They also help develop personalised responses for pupils who need extra support.
- **Deputy Head:** Holds strategic oversight of behaviour systems across the school including exclusions and leads restorative reintegration. Supports serious pastoral decisions, models relational practice, ensures compliance with national guidance, and supports staff training and development.
- **Head:** Holds overall responsibility for safeguarding, school culture and behaviour strategy. Final decision-maker on exclusions and key pastoral policies. The Head sets the culture of care, peace and accountability in the school and ensures that responses to behaviour uphold Sibford's ethos and legal duties.
- **Governing Committee:** Provides independent scrutiny and review of behavioural policy and implementation. Governors review anonymised behaviour trends and handle formal appeals, ensuring decisions are robust, proportionate, and values-aligned.

This team-based model ensures that no pupil is unsupported, and that responses to behaviour are rooted in relationships, reflection and fairness.

C. Rewards and Recognition

At Sibford, we believe that celebrating the positive is just as important as addressing the challenging. Pupils identify the value for themselves and the community in making positive choices. Our rewards and recognition system is designed to promote intrinsic motivation, affirm values-led behaviour, and build a culture of encouragement and belonging. Recognition is both personal and community-wide, and every pupil has the opportunity to be noticed.

We recognise and praise students not just for high achievement, but in line with our core values: **Endeavour, Respect, Community and Kindness**.

Whole-School Recognition Pathways

Method	Purpose
Values Points	Awarded for daily behaviours aligned to ERCK; visible through SIMS; form part of tutor time conversations and reports to parents. For Junior School, these are given as tokens to be added to House jars.
Postcards Home	Personal notes of praise from tutors or subject teachers sent directly to families to share specific achievements or values-led moments. For Junior School, this will usually be framed with a conversation with families at the end of the school day.
Certificates	Celebrated in tutor groups, year groups, or full school events for consistent effort, improvement, or community contribution. These include: The Spirit of Sibford Award, Phoenix Award, Andrew Yale Cup and Dorothy Hawley Award. For Junior School, there are regular Celebration Meetings where certificates are shared for positive social or academic achievements. Termly-awarded Courtesy Badges in the Junior School also recognised consistently positive contributions to the school community.
Head's Commendations	Given for exceptional demonstration of school values, leadership or creativity; may be public or private based on pupil preference
Quiet Acts	Staff and students can nominate pupils who quietly go above and beyond to care for others. These may be recognised discreetly or shared in community spaces
Hot Chocolate or Ice Cream with the Head	A relational opportunity for pupils to spend time with the Head, share their story, and be celebrated for a notable moment or sustained progress
Rewards Shop	Rewarding those with the highest aggregated Values Points, run by the Heads of Key Stage.

Rewards by Key Stage

Our rewards approach is differentiated by age to ensure it feels meaningful and respectful:

- **EYFS/Junior School:** Stickers, House points, weekly certificates, 'Values Champions', Learning Powers and regular verbal and written praise.
- **Key Stage 3:** House point systems, visual ERCK charts, regular verbal and written praise

- **Key Stage 4:** Tutor shout-outs, subject commendations, postcards home, and private acknowledgements for resilience and maturity
- **Key Stage 5:** Focus on personal feedback, sixth form privileges, leadership roles, and preparation for references

In tabular form:

Age Group	Rewards Examples	Tracking & Communication Examples
EYFS/JS	House Points, Stickers, Certificates, Celebration Meetings, Courtesy Badges, Hot Chocolate with Head (Year 5&6)	Weekly class updates, shared on newsletters
KS3/4/5	Values Points (recorded on SIMS), Postcards, Tutor Praise, Hot Chocolate with Head, Celebration lunches, End of Term awards, End of Year Trip	Half-term summary to parents, individual notes when earned

Communicating Recognition

- Pupils receive ongoing verbal praise and encouragement during lessons and unstructured time
- Recognition is logged on SIMS and positive and negative values points are shared with families in half-termly grades reports
- Heads of Key Stage monitor praise distribution to ensure that recognition is inclusive and equitably applied across all pupil groups

Rewards at Sibford are not competitive or hierarchical. They are about helping every pupil see their contribution, feel a sense of belonging, and recognise that values matter.

For more detail on the framework and criteria, see **Appendix E**.

D. Behaviour Process and Restorative Responses

Sibford's behaviour response framework is structured, relational, and clearly communicated. It provides a transparent system that allows students to make better choices, reflect meaningfully, and re-engage with learning.

Early Years and Junior School

The management of behaviour in the Junior School is adapted to reflect the breadth of age and needs of the children. This may include:

- A verbal prompt or reminder from the teacher

- Missing part of break time to finish work not completed due to behaviour
- Restriction of activities, for instance, unkind or unsafe behaviour resulting in not being allowed to use the playground or play football
- Helpful tasks carried out around the school
- A meeting with the HOJS, and possibly parents
- Going on report to help concentrate on positive behaviour

In examples of unkind behaviour towards another individual (pupil or staff) a restorative conversation will usually take place as part of dealing with the matter.

Pupils in Year 5 and 6 may also be given Negative Values Points as set out in the Senior School section below.

Senior School and Sixth Form

1. In-Class Behaviour Response Flow

Staff follow a stepped approach to low-level disruption, designed to preserve learning and enable pupils to correct their behaviour without shame:

First Warning – A clear verbal prompt (“This is your first warning”), giving the pupil space to reset. No formal logging at this stage.

Second Warning – A Level 1 Behaviour Point (L1) is issued. This is logged on SIMS and shared with the tutor. If the pupil improves, this point may be cancelled at the teacher’s discretion.

Removal – If behaviour persists, the pupil is removed from the classroom to a calm space or department supervision. This triggers an Endeavour -2 being awarded and a detention is set.

In tabular format:

Step	What Happens	Purpose
1st Warning	A verbal prompt to reset behaviour	Encourages pupil to self-regulate and re-engage
2nd Warning	Logged as Level 1 Behaviour Point; tutor notified if pattern	Can be cancelled with positive turnaround; supports tracking
Removal	Level 2 Behaviour Point; on-call support; reflective relocation	Reset in a calm space; triggers restorative response

Every removal is followed by a **restorative conversation** before the pupil returns to the class. These conversations (guided by Appendix B) are designed to:

- Rebuild trust and clarify expectations

- Explore what happened and why
- Identify harm caused and how to repair it.

On Call

The school is committed to ensuring that any use of restrictive intervention is proportionate, necessary and in accordance with statutory guidance (KCSIE 2026). A formal detention does not constitute a restrictive intervention. However, where a pupil is separated from other pupils following a teacher using On-Call to a 'calm room' and the pupil understands that they are not free to leave without consequence, this constitutes seclusion under the *Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025*. Staff will therefore ensure that any such intervention is either a formal disciplinary sanction, recorded in accordance with the school's Behaviour Policy and sanctions procedures, or is genuinely voluntary, with the pupil free to leave at any time. Any separation that falls between these two categories will be treated as regulated seclusion and will be recorded in accordance with Standard 16A and notified to parents in accordance with Standard 32A. Where restrictive intervention is considered necessary to prevent harm or maintain safety, staff must follow the statutory guidance *Restrictive Interventions, including Use of Reasonable Force in Schools*, ensuring that the least restrictive option is used for the shortest possible time and that all required recording, reporting and post-incident review procedures are completed.

2. Supportive Measures

- **Yellow Report (Pupil-Led)** – Tracks effort, attitude, punctuality; reviewed daily with the pupil by the tutor. This is initiated at the pupil's request.
- **Mentoring (By a Senior Pupil Mentor)** – Provides support from within the pupil body and can be initiated by pupil or the tutor.

3. Escalation

If low-level behaviours become patterns, or if an incident is more serious the following may be used, though none is a long-term solution. The reports all have an update of the report sent home to parents/guardians and require parent/guardian signature.

- **Lunchtime Detention**
 - Used for lower-level or first-time behaviour issues (e.g., persistent low-level disruption, missing homework, late arrival).
 - Takes place during lunchtime (e.g., 12.55–13.10) the following school day, with communication to parents.
 - Focus is on reflection, short restorative tasks, and preparing for re-engagement.

- Allows quick, proportional consequences without major disruption to the pupil's day.
- **After School Detention**
 - Used for more serious or repeated behaviour issues (e.g., refusal to comply, serious disruption, missed detentions, serial use of VPNs).
 - Takes place after school, typically for 30–60 minutes depending on severity.
 - Involves more extended reflection, direct dialogue with senior staff, and reparation planning if needed.
 - Signals a higher level of seriousness and triggers additional pastoral monitoring if patterns emerge.
- **Friday After School Deputy Head's Detention**
 - Used for a pattern of repeated poor behaviour resulting in 40 negative values points.
 - Take place after school for an hour.
- **Blue Report (Tutor)** – Tracks effort, attitude, punctuality; reviewed daily with the pupil.
- **Orange Report (HOKS)** – Introduced when concerns persist or a pastoral pattern emerges.
- **Red Report (Deputy Head)** – Used for serious breaches of behaviour expectations or cumulative issues.

Alongside reports, pupils may be placed on a **Behaviour Support Plan** (Appendix A), which formalises goals, strategies and support structures. Plans include pupil voice, family input, and regular review.

It may be useful for a Head of Key Stage to arrange a **Reflect and Repair Day**, to help a pupil better understand their behaviour and the implications of that behaviour.

Restorative approaches remain central throughout all stages.

See **Appendix C** for an overview of the behaviour process.

E. Exclusions

At Sibford, exclusions are part of the escalation process and are considered a last resort. They are only used when a pupil's behaviour poses a risk to themselves or others, causes significant disruption to learning, or when other restorative and supportive interventions have not led to sustained improvement.

Fixed Term Exclusion (FTE)

Exclusions can be either internal or external:

- **Internal FTE:** The pupil is removed from their usual timetable but remains in school, supervised and supported. Work is provided, and a reflective process is undertaken.

Pupils engage with staff to explore the root causes of the behaviour and plan for reintegration.

- **External FTE:** The pupil is temporarily excluded from school. Work is sent home, and parents are contacted promptly. On return, a reintegration meeting is held involving the pupil, parent/carer, tutor, and Head of Key Stage and/or Deputy Head/Head of Junior School. A Behaviour Support Plan or contract may be introduced. An external FTE goes on the pupil's permanent record.

Permanent Exclusion

This is a very rare and serious step, considered only when all other strategies have been exhausted or when the pupil's behaviour has caused extreme harm to individuals, the community, or the integrity of the school's values. Permanent exclusion is determined by the Head, following a thorough investigation and consultation with senior staff.

Appeals Process

Parents/carers may appeal against a decision to permanently exclude a pupil by writing to the Clerk of the Governing Committee within **ten school days**. An impartial panel—comprising governors and at least one independent member—will be convened to review the decision. They will consider the process followed, the proportionality of the decision, and any new evidence submitted.

All exclusions are logged, reported to the governing body, and reviewed regularly as part of the school's monitoring process.

F. Searching and Confiscation

To ensure a peaceful, respectful and safe learning environment, Sibford may conduct searches for items that are prohibited or pose a risk to wellbeing. These powers are used proportionately, in accordance with national guidance and our Quaker values.

All searches are governed by:

- **Searching, Screening and Confiscation Advice for Schools (DfE, 2022)**

Procedure

If a pupil is suspected of carrying a prohibited or dangerous item:

1. **Staff will first ask the pupil to hand over the item voluntarily**, encouraging cooperation and explaining the reason.
2. If the item is not handed over and the risk remains, **a senior leader (Deputy Head, Head, or designated member of staff)** will be contacted to carry out a search in line with the law - respectful, private, and witnessed by a second adult.
3. A search may be carried out **without consent** if the staff member has reasonable grounds and with permission from the Head (or delegated permission to a member

of the Senior Leadership Team). However, the sanction applied for non-compliance with a search process is in line with the sanction that would have been applied if the item had been found.

Prohibited items include (but are not limited to):

- Weapons or replicas
- Alcohol, illegal drugs, psychoactive substances, tobacco or vapes
- Stolen property
- Fireworks
- Pornographic images or offensive materials
- Items that could cause personal injury or damage property

A full list is included in **Appendix D**. Possession of these items may result in a pupil losing their place at the school.

After the Search

- Items are retained, returned, or handed to police depending on context and policy
- Pupils and parents are informed of outcomes
- A **restorative conversation** will take place where appropriate, helping the pupil reflect on impact, safety, and future decisions

The goal of every search is not simply compliance—but reflection and restoration.

G. Serious Misbehaviour

All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;

- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual of nudes/semi-nudes; sharing
- Engaging in sexual activity while under school responsibility;
- Damage to property; and
- Persistent disruptive behaviour – a pattern of disruptive behaviour over time may result in a pupil losing their place at the school.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious “one off” incident may justify exclusion even where a pupil has not been previously suspended or disciplined. The school reserves the right to permanently exclude a pupil where the behaviour or conduct of a parent or carer significantly undermines the safety, wellbeing, or effective running of the school community.

H. Use of Reasonable Force

In very rare and serious situations, members of staff may need to use physical intervention to prevent a pupil from causing serious harm to themselves, to others, or to property. At Sibford, the use of reasonable force is always a last resort, guided by legal principles and rooted in our commitment to peaceful resolution, respect for individual dignity, and trauma-informed practice.

All use of reasonable force must be:

- **Necessary** – Used only when there is no safer, effective alternative
- **Proportionate** – The minimum force necessary for the shortest time possible
- **Intentional** – Focused on prevention of harm, not control or punishment
- **Logged** – reviewed, and reported to parents

Legal Framework

Staff at Sibford are authorised to use reasonable force under:

- **Section 550A of the Education Act 1996** – Permits use of force to prevent a criminal offence, injury, damage to property, or serious disruption
- **Education and Inspections Act 2006** – Allows the use of force to maintain good order and discipline
- **DfE Guidance (Use of Reasonable Force, 2026)** – Provides best practice recommendations for schools

Examples of When Reasonable Force May Be Used

- To prevent a pupil from hitting or hurting another person
- To prevent a pupil from running into a dangerous situation (e.g. into traffic)
- To prevent serious damage to property or equipment
- To safely separate pupils who are fighting

Note: Reasonable force does *not* include emotional, intimidating or punitive handling. It is never used as a sanction.

Use of Contact

Physical contact that is *not* restraint may still occur—for example:

- Providing physical prompts to support participation in PE or practical lessons
- Offering comforting reassurance when appropriate and consented to
- Supporting younger children with transitions (e.g. holding hands across a road)

These examples are normal and professionally appropriate.

Recording, Reporting, and Follow-Up:

In line with current regulations and updated Department for Education April 1st 2026 (DfE) statutory guidance, the school recognises its legal duty to ensure that any use of reasonable force or other restrictive interventions is clearly justified, proportionate and used only as a last resort to prevent harm.

- All such incidents will be promptly recorded in accordance with statutory requirements, including the circumstances leading to the intervention, the nature and duration of the force used and the outcomes for the pupil(s) involved.
- Parents and carers will be informed as soon as reasonably practicable following an incident, ideally within 24 hours
- Incidents involving reasonable force will be followed by a restorative check-in for both pupil and staff involved
- records will be reviewed by SLT to support safeguarding, accountability and reflective practice. The school will use this information to monitor patterns or concerns, inform staff training, and ensure that practice remains lawful, transparent, and consistent with the school's behaviour, safeguarding, and SEND policies

Staff involved may receive further support or supervision from pastoral leaders or the Designated Safeguarding Lead (DSL). Pupils will always be helped to process the event calmly and supported to find safer strategies in the future.

I. Monitoring, Oversight and Review

Sibford's behaviour system is transparent, recorded and reviewed regularly to ensure equity, effectiveness, and consistency. It is underpinned by reflective practice, data monitoring, and pupil voice.

- **Behaviour incidents, praise and restorative interactions** are logged in real time using the school's digital system (currently SIMS) or by way of tokens in the Junior School.
- **Tutors and Heads of Key Stage** review behaviour and recognition weekly to respond to individual and group trends.
- **Senior Leadership Team (SLT)** reviews summaries half-termly to track proportionality and fairness across groups.
- **Governing Committee** is provided regular, anonymised reports to ensure strategic oversight and policy alignment with school values.

In addition:

- Pupil and staff feedback on the behaviour system is collected annually
- Disparities across protected characteristics are explored and addressed
- Exclusion data is analysed to ensure responses remain proportionate and legally compliant

The policy is reviewed **annually**, or earlier where significant change or emerging feedback demands it.

J. Appendices Summary

Sibford's Behaviour Policy is supported by the following key documents, which provide structure, clarity, and consistency for staff, students, and families:

- **Appendix A – Behaviour Support & Reflection Plan**
A structured document that supports pupils in reflecting on their behaviour, identifying support needs, and making a values-aligned plan for improvement.
- **Appendix B – Restorative Conversation Framework**
A step-by-step script and relational guide used to facilitate meaningful dialogue after an incident, focusing on harm, accountability, and repair. Emphasises curiosity over blame.
- **Appendix C – Behaviour Response Flowchart**
A visual representation of the school's stepped response to behaviour, including low-level classroom disruption, removal procedures, detentions, and escalation to pastoral reports.

- **Appendix D – Prohibited Items List**

An evolving list of banned or restricted items within school, framed by safeguarding concerns and the Quaker testimony to peace. Includes categories such as harmful substances, weapons, and disruptive devices.

- **Appendix E – Rewards and Recognition Framework**

A whole-school overview of how positive behaviour is acknowledged, including Values Points, certificates, Head's Commendations and Quiet Acts of Kindness. Tailored by Key Stage and underpinned by fairness and inclusion.

These are regularly reviewed alongside this policy.

K. Final Values Statement

This Behaviour Policy is more than a set of rules—it is an expression of who we are. Rooted in Quaker values and shaped by the voices of our school community, it recognises that young people grow best in environments of high expectation and deep care.

We commit to:

- Responding to misbehaviour with curiosity and compassion
- Restoring relationships wherever they break down
- Recognising every pupil's potential to learn from difficulty

We believe that accountability is not the opposite of kindness—it is a form of it. Through this policy, we uphold the dignity of every person in our community.

Let your life speak. Live our values.

Appendix

Appendix A – Behaviour Support & Reflection Plan

Sibford School – Behaviour Support & Reflection Plan

Pupil Name: _____

Tutor: _____

Date Initiated: _____

Review Date (if ongoing): _____

Our Shared Values

At Sibford School, we aim to live our values in everything we do. Reflect on what these values mean to you:

Value	What It Means to Me	How I Can Show This at School
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Endeavour

Respect

Community

Kindness

Incident Reflection

What happened?

Describe what took place from your point of view.

What were you thinking and feeling at the time?

Which part of your behaviour went against Sibford's values or expectations?

Who was affected and how?

(Think about classmates, staff, the learning environment, etc.)

Learning and Change

What would you do differently next time in a similar situation?

What support might help you make a better choice in future?

Who can help you stay on track?

☐ Tutor ☐ Parent/Carer ☐ Pastoral Lead ☐ Teacher ☐ Friend

☐ Other: _____

Commitment Plan

This is what I'm going to do next to put things right and improve:

1. _____
2. _____
3. _____

Agreement

Person	Signature	Date
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Pupil		
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Tutor / Staff		
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Parent/Carer (if appropriate)		
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Appendix B – Restorative Conversation Framework

Sibford School – Restorative Conversation Guide

Restorative practice is not something we *do*—it's a way we *are*. These conversations help rebuild trust, understand harm, and restore relationships when things go wrong.

Core Restorative Beliefs

1. Everyone has a story and deserves to be heard
2. Our thoughts and feelings shape our actions
3. Our actions impact others
4. We can identify what we need and find better strategies
5. Those involved in a problem should be part of the solution

The Five Questions

1. **Perspective** – What happened?
 - Tell me from your point of view.
 - What led up to this?
2. **Thoughts and Feelings** – What were/are you thinking and feeling?
 - How did you feel then? And now?
3. **Impact** – Who was affected and how?
 - What was the hardest part for you?

- What do you think it was like for others?
- 4. **Needs** – What do you need now?
 - To move forward?
 - To make it better?
- 5. **Repair and Reconnection** – What can be done to put things right?
 - What will help rebuild trust?

Guidance for Staff

- Co-regulate first: don't engage in a power struggle
- Use calm tone and open posture
- Frame feedback with curiosity, not judgment
- End with a clear agreement or understanding

Appendix C – Behaviour Response (Senior School and Sixth Form)

Step	Action	Notes
Start of Lesson	Begin lesson routine	Expectations and relationships are in place
Low-Level Behaviour Observed	Examples: chatting, calling out, disrupting learning	Behaviour that interrupts learning but is not serious
1st Warning (Verbal)	Opportunity to reset	Calm and clear prompt to re-engage
2nd Warning (L1 Behaviour Point)	Behaviour Point issued and logged	Can be cancelled with improvement; tutor notified if repeated

Continued Disruption	Removal from class (L2 Behaviour Point)	On-call system used; pupil supervised elsewhere
Department Detention	Set for the following day (12.55–13.10)	Work completed and space provided for reflection
Restorative Conversation	Before next lesson or during detention	Focus on values, relationships, and repair
Failure to Attend Detention	Repeated detention the following day	30 minutes; reflective focus maintained
Further Behaviour Issues	Escalation to monitoring and report	See below for tiered pastoral response
Monitoring & Reporting Tiers	Blue – Tutor; Orange – HOKS; Red – Deputy Head	Graduated response based on severity and frequency

Appendix D – Prohibited Items at Sibford School

Rooted in our Quaker values, Sibford upholds a peaceful and safe learning environment. We expect all pupils to support this ethos by refraining from bringing the following items. Possession of these items may lead to a pupil losing their place at the school.

Prohibited Categories

- **Illegal/Harmful Substances:** Drugs, alcohol, vapes, non-prescribed medication
- **Weapons/Dangerous Items:** Knives, imitation weapons, fireworks, slingshots
- **Fire/Safety Risks:** Matches, lighters, aerosols (unless medical)
- **Inappropriate Media:** Pornography, hate-promoting material
- **Misused Technology:** Devices for disruption, invasion of privacy, or bypassing filters

Note: This list is not exhaustive. Staff may confiscate other items judged unsafe or inappropriate.

Safeguarding Process

- Search only conducted by delegated senior staff
- Always in line with DfE guidance
- Parent informed and incident logged

Appendix E – Rewards and Recognition at Sibford

Recognition at Sibford is **values-led, inclusive, and developmentally sensitive**. It celebrates character as much as achievement.

Recognition Channels

Method	Description
Values Points	For ERCK-based actions (e.g., resilience, honesty, inclusion)
Postcards Home	Handwritten notes from staff to celebrate specific moments
Certificates	Given in school events; recognise academic, social and personal growth
Hot Chocolate or Ice Cream with the Head	Recognition for outstanding kindness or integrity
Quiet Acts	Acknowledges subtle, powerful gestures often unnoticed
Rewards Shop	Pupils who achieve a set number of values points will be rewarded at the end of each term with an item (eg experiential voucher, stationery, gift) from the Rewards Shop. Heads of Key Stage will determine which pupils are eligible for such rewards.

Age-Appropriate Practice

Key Stage Methods Emphasised

EYFS/Junior Stickers, House points, Celebration Certificates, Courtesy badges

KS3/4 Points system, visual charts, regular verbal praise

KS5 Discreet commendations, points system, references, leadership roles

Rewards are tracked via SIMS and included in half-termly summaries to families.

