



**St John the Baptist C of E  
Primary School**

Policy for Behaviour

Approved July 2023

Next review July 2024

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our core beliefs and structures are based on the work of Paul Dix - *When the Adults change, everything changes*. Good behaviour is sincerely recognised. Children are praised in public and reprimanded in private.

## **1. Aims**

Through this policy we aim to:

- ensure a consistency in approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all children, staff and parents/carers;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- promote the use of restorative approaches in place of punishments;
- promote children's self-esteem by providing an effective system of rewards and praising effort in both learning and behaviour;
- ensure our children are polite, happy and considerate of others' feelings;
- encourage our children to respect their own and others' property;
- foster our school values;
- encourage a calm and purposeful atmosphere for learning and play

## **2. School Values and our core beliefs about children and behaviour**

Our school values are respect, friendship and trust. These three values should be what we all seek to live by in all interactions with each other and with our school and equipment. If we show these values our behaviour will be excellent. Appendix A sets out what the members of our community can expect and how they should behave.

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- Children behave best when they have consistent routines, clear boundaries, positive role models and warm, secure relationships.
- Children are able to learn from incidents of misbehaviour with adult support to reflect and to restore relationships using restorative practice.
- Adult behaviours create children's responses and behaviours.

### 3. Consistency in expectations for all regarding behaviour

Our overarching school rules are based on our values – be respectful, be a friend, be trustworthy. How we live these out in practice is modelled by all adults and made explicit through teaching in specific situations appropriate to the developmental stage of the children. Each individual child is at a different stage of social learning. **Children behave well when they have consistent routines, positive role models and warm secure relationships.** We ensure those things in our school by:

- Consistency in expectations around the school
- Consistency in responding to misbehaviour

We follow the Paul Dix approach to behaviour management. The Five Pillars of achieving good behaviour in school are:

Consistent, calm adult behaviour

First attention to best conduct

Relentless routines

Scripted interventions

Restorative follow up

We recognise that for some children, following our behaviour expectations is beyond their current developmental level. For those children, we offer individualised support plans and carefully targeted sanctions and rewards to reinforce the behaviours we wish to develop. We also will provide additional support for those children to teach the behaviours and for them to practise those behaviours. This may for example be through nurture or ELSA work or Thrive activities.

### 4. Adult strategies to develop the highest standards of behaviour:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

### 5. Language that adults use around behaviour

Children should be praised publicly and reprimanded privately. Consistent use of language is essential to create clear boundaries so children can learn how to behave well. Phrases such as 'kicking off' or 'gone crazy' are unhelpful and adults should always remain calm and professional. Conversations about behaviour should follow a script and are usually held by the class teacher or another adult who was responsible for the child at the time.

### 6. Staff induction and logging incidents

New staff have an induction session with a member of the Senior Leadership team to read and review this policy and walk the school together to see it in action. Staff are assigned a buddy to whom they may go to ask for further guidance if needed on how to implement this policy. All staff who deal with a matter relating to behaviour that requires an intervention or investigation should log it themselves on CPOMS.

## **7. Rules for behaviour in Year R/1/2**

Young children need to be taught through modelling, talk and practice in order to consistently demonstrate the respectful, trustworthy and friendly behaviours we expect to be the norm in our school. Specific teaching takes place throughout Year R and Key Stage 1 to ensure that all children are able to show:

**Kind words**

**Strong ears and listening**

**Kind hands**

**Stay safe**

**Kind feet**

**Respect property**

## **8. Building on rules for behaviour in KS2**

Each teacher in KS2 uses the school values to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community to be accountable to and for. Children co-write this and are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others.

School assemblies are used to remind the whole school of how being respectful, trustworthy and a friend apply in different parts of the school and to model and teach specific expectations to children.

## **9. Consistency in expectations around the school, including praising good behaviour**

***The culture is set by the way the adults behave (Paul Dix, 2017)***

Children are all greeted at the door of their classroom every morning by their teacher or another adult who works with them, with eye contact and high expectations. Adults will be calm and consistent, personal, thoughtful and kind in their treatment of children. Adults will model self control in the way they manage their relationships with others.

Staff will **pay first attention to best conduct** in order to explicitly praise desired behaviours. Children will be recognised by adults for their good behaviour and recognised for showing the desired behaviours. Positive postcards and certificates will be sent home by all teachers and members of the leadership team precisely praising behaviours showing our values. Positive phone calls home have a hugely positive effect. Praise can be personalised, private or public depending on the child's preferences.

All classes have a recognition board - a whiteboard to add initials to as the day goes on and children are spotted doing the right thing.

All in our community are expected to *look smart on the outside (smart on the inside)*. All adhere to a shared dress code and ensure they are well presented, eg shirts tucked in, hair tied back, no jumpers around waists. Staff will reinforce and model these high expectations.

- All adults will use key phrases to get full attention, such as eyes on me.
- All adults will model and remind children of expectations in communal areas
- We all respect our school equipment, this means we pick things up, use resources mindfully, put them away, and everything has its place.
- We all respect our shared spaces, this means being silent and walking in the hall, reporting damage, disposing of any rubbish safely and tidying up where we learn.

Teachers explicitly teach their classes how to behave – e.g.

When the fire alarm goes off, we line up in silence and walk outside in silence

When we come in we leave our bags outside and put our books in our drawer

When we leave the carpet, we go back silently to our desk and get out the things we need

When we get up from our chair, we stand up, move behind chair, tuck it in 1,2,3, in silence

When we leave the classroom to go somewhere else we line up in silence and we walk in silence in our line

When we go out to play, we walk until we are on the playground then we can run

When we come in from play, we line up in silence and walk in to class in silence

When we pack up we do it one table/ group at a time whilst the rest carry on learning

When we stack our chairs, we do it a group at a time, holding chairs as we have modelled

When we are using the Chromebooks, we line up to collect one, a group at a time leaving the classroom

When we leave the classroom to go to the toilet, we ask 'please may I' and go straight there and back

When we need to move around the classroom to get things, we say excuse me and please to our classmates

**We must teach good behaviour, model it, and praise every child who achieves it.**

See appendix C for more advice on how to get great behaviour.

## **10. Responding to misbehaviour**

The restorative approach expects children to take responsibility for their actions and effects on others and on property. The **response of colleagues to any misbehaviour should be predictable, prompt, and following this policy.** It must be a rational, not an emotional response. In all cases, first establish the safety of children, and then the calm environment needed to learn.

All staff respond consistently so that children know that certain types of misbehaviour will always be addressed, regardless of the colleague who comes across it. Using de-escalation strategies and pre agreed scripts help prevent further issues and restore calm. We must all be aware of our body language and avoid this being negative as this speaks more deeply to a child than anything we say. Our responses, even to the most difficult of behaviours must be consistent, scripted and un-emotional.

At St John's children are expected to repair any damaged relationships as a result of their misbehaviour, through a restorative process. In addition they are expected to make good any damage to school property or the property of others.

Staff should always use a measured and calm approach, using body language to signal that they are seeking to help the child to repair and restore whatever is needed as a result of misbehaviour. For example, lower yourself to the child's level, give eye contact, deliver the required message and then leave to allow 'take up time'. Do not be drawn into distractions or secondary behaviours which children sometimes use to avoid facing the consequences of the initial behaviour or escalate.

We do not draw attention publicly to unwanted behaviour. **First attention for best conduct.** We do not write a list on the board of children who have not behaved well. We write a list of children who HAVE behaved well!

### 11. Our behaviour pathway:

- Reminder – of how adults expect all children to behave at school in line with our values – use shared script below
- Final warning – see script below
- Space to cool off / calming time
  - In class > in another class > in another designated space
- Restorative conversation

The vast majority of behaviours are managed at this level and do not need to be reported further. It is the normal role of the teacher to support the child to learn to behave well as part of their development.

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/restorative Conversation then the following guidelines should be used: Pupil is taken to a member of the Leadership Team (SLT) or the Headteacher (usually in that order) and information passed on (outside the ear shot of the child). DO NOT tell the member of SLT what the child did 'wrong' in front of the child

Parents contacted – DO NOT tell the parent what the child did 'wrong' in front of the child

Parents called to school to meet with teacher to discuss how all can have a shared approach to improving the behaviour of the child

Internal Exclusion – this could be from class, from lunchtime or playtime, from a club or activity – this will be in order to support the child to be able to be successful on return - see section 17 below and appendix B.

Short Suspension (1-2 days)

Longer Suspension (3-5 days)

Permanent Exclusion

### 12. Shared scripts for adults to use consistently

Be calm, use their name, get down to their level, give eye contact, deliver message, walk away. This conversation is with the child, not the class, any onlookers should be moved on.

#### 1. Reminder

Name, I noticed you chose to ... (behaviour)

This is a reminder to ... (desired behaviour from **Good listening, Kind words, Kind hands and feet, Keep everyone safe, Sit correctly, Respect property**)

You now have the chance to make a better choice.

Thank you for listening. *Give take up time, do not respond to the child, whatever they say*

e.g. I notice you are running. You are breaking our school rule of keeping everyone safe. Please walk, thank you.

## **2. Final warning**

Name, I noticed you chose to ... (behaviour)

This is the second time I have spoken to you. You need to speak to me about this for two minutes after the lesson. If you choose to break our school rules again, you leave me no choice by to ask you to move to (quiet table, away from peers etc)

Do you remember when... (model of previous good behaviour they achieved)? That is the behaviour I expect from you. Think carefully, I know you can make good choices.

Thank you for listening. *Give take up time, do not respond to the child*

## **3. Space to call off in classroom**

Name, I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes. Example - 'I have noticed you chose to use rude words. You are breaking the school rule of kind words. You have now chosen to go and sit in the quiet area. I will come and speak to you in x minutes. Thank you for listening.'

Child sent to designated area of the classroom.

5 mins sitting alone in order to reflect, calm down, etc. without causing further disturbance.

Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.

If behaviour improves, return to class space/ activity with peers. If not or if child refuses, move to Step 4. For regular occurrences: Discussion with KS Lead and/or SENCO: consider Behaviour Intervention.

## **4. Space to cool off in another class**

Name, I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson. \*DO NOT describe the child's behaviour to other adults in front of the child\* Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of kind words. You have now chosen to go and sit in Mrs x classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'

Child escorted to designated colleague / follow up to check child has arrived.

Remainder of lesson working alone without causing further disturbance.

Possible removal of privilege / playtime.

Teacher must provide work / activity for the child to complete and communicate this to colleague. If behaviour improves, return to class. If not or if child refuses, move to Step 5.

Record on CPOMS using ABCC . For regular occurrences: Discussion with KS Lead and/or SENCO: consider Behaviour Intervention and/or additional support.

Begin monitoring to identify areas of concern / possible causes/ appropriate targets.

Parents contacted by teacher to inform them that behaviour is a cause for concern.

**5.Space to cool off somewhere else** Name, I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day. \*DO NOT describe the child's behaviour to other adults in front of the child\* Example - 'I have noticed you have chosen to

continue to use rude words. I will now contact Mrs X and you will need to complete your learning outside her office. I will come and speak to you at the end of the lesson. Thank you.'

Child escorted to / collected by appropriate adult.

From remainder of lesson through to a half day working alone without causing further disturbance.

Possible removal of a privilege / playtime.

Teacher must provide work / activity for child to complete as soon as possible after removal. Record on CPOMS.

For regular occurrences: Discussion with KSLead / SENCO / Head Teacher as appropriate.

Parents informed of withdrawal by teacher or KS Lead / SLT depending on nature of incident. Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, referral to external agencies eg PBS, EP, EHH

**Specific playground sanctions:** as above but adapt steps 3-5

You need to 3. Stand by x staff member 4. Sit on the bench 5. Go inside to x

I will come and speak to you in x minutes ( age and stage appropriate length, ensure you do)

### 13. Restorative conversations

This school uses the restorative approach to deal with breaches of behaviour. Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all the parties involved.

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>

It is essential that following any incidents of misbehaviour, **it is the colleague who initially dealt with the behaviour who is the one to conduct a restorative conversation with the child.** This helps the child to learn that all adults are equipped and able to support them to behave as is expected and all adults will follow through on necessary sanctions.

The restorative questions asked will depend on the age and social development of the child or children in question. Young children learn from the start of their time in school that their actions have impacts on others and have consequences.

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time. This should only take place when all parties are calm.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language)
6. How have they been affected?
7. **What should we do to put things right?**
8. How can we do things differently in the future?



The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children. Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

#### **14. Extreme Behaviours, including restraint and suspension/exclusion**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety *before* they exhibit extreme behaviours. These children may have bespoke 'Individual Support Plans' that detail additional support, strategies and expectations. ALL our staff are expected to be undergoing training and development of their behaviour management skills so that ALL staff can support ALL children. Children seek responses from adults and we must manage our own emotions and responses in a calm and controlled way in order to best help them to succeed. You may need to take time to de-escalate your own feelings and ask a colleague to take over and seek support to help you to manage your response to a child calmly so that you can go back and restore the relationship again.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and led by experienced, trained staff unless a child is in immediate physical danger in which case any adult should take the necessary steps to keep that child safe. The school will record all incidents of extreme behaviour on CPOMS. Any restraint will be recorded in the restraint record in the office and parents informed.

The parents/carers of other children, including those who may have been affected by extreme behaviours, are not informed of any outcomes for specific children as this would compromise that child's right to confidentiality. The parent/carer of the child who has behaved in an extreme way will be contacted, usually by the member of staff who is managing the situation. They are invited to support the child to change their behaviours by modelling the calm behaviours alongside adults in school and to work together to support their child to learn how to manage their feelings and behave safely in school.

#### **15. Unacceptable Behaviours**

Occasionally, some children may behave in an extreme way which is out of character for them. All adults can deal with these types of behaviour.

Unacceptable behaviours may include:

Violence (i.e. physical contact made with the intention to harm)

Defiance / rudeness towards any adult

Repeatedly ignoring instructions to keep them safe

Persistent taunting, teasing and bullying behaviour

Stealing

Spitting

Swearing, including gestures

Prejudicial remarks

Damage to property

The scripts should be used as the first resort in all situations, by the adult dealing with the matter.

**Children learn that this is an unacceptable behaviour because we all treat it in the same**

**way.** Any of these behaviours will result in an instant move to 5 above, a cool off move to another place in school. They will also result in a sanction specific to the child and the behaviour which will be decided by the class teacher in consultation with a member of the SLT. Either a phone call to a parent/carer, or a conversation at the end of the day, will occur and the incident will be recorded on CPOMS by the person who initially dealt with it.

## **16. Physical Attacks on Adults**

We understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for additional support if needed.

Staff who defend themselves will have the full support of the Head teacher and governors, as long as their actions are in line with our policy and do not use excessive force.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMS by the person who dealt with the issue. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Suspension will only happen once we have explored several options and have created a plan around a child, recognising that their developmental stage may not be in line with their age.

## **16. Suspensions and exclusions**

We do not believe that exclusions are the most effective way to support children to change their behaviours. We will always try to adapt and personalise provision to enable access to education. Suspension and exclusion are extreme steps and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high as the misbehaviour is unsafe
- The impact on staff, children and learning is too high.

Suspensions will occur following extreme incidents at the discretion of the Head teacher. A suspension will be enforced under these conditions:

- Staff need time to reflect and pause after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day/ part day internal exclusion, with the Head teacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is

happening and why it is happening to parents/carers and children, and arrange meetings to discuss how we can all move forward to support the child to behave well in school.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making.

We work with the Primary Behaviour Service and the Educational Psychologist team and would also be seeking support from the Early Help Hub, the inclusion team and other agencies to support the child in the context of their family. Please see Appendix B for further links and information on suspensions and exclusions.

### **18. The role of the parent/carer**

Parental involvement is welcomed, appreciated and deliberately encouraged to ensure the highest level of good behaviour and a consistency in approach. We will always contact parents/carers quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents/carers of minor digressions and never speak about unwanted behaviour in front of a child.

### **19. Application and scope of this policy**

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. when off site, but the same principles of promoting good behaviour will always apply.

### **20. Monitoring & Evaluation**

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governors. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

### **21. Legal Guidance and Responsibilities**

The Department of Education guidance <https://www.gov.uk/government/publications/behaviour-in-schools--2> has been used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school. This document should be referenced regarding specific incidents of misbehaviour including:

- online behaviour between children which has been reported to staff
- behaviour suspected of being criminal
- suspected child on child sexual violence and sexual harassment

Children's behaviour can signal wider issues in their lives which need vigilant adults to support and challenge, including safeguarding concerns.

## Appendix A

Children's rights	Children's responsibilities
<ul style="list-style-type: none"> <li>• To be able to learn and play.</li> <li>• To be treated with consideration and respect.</li> <li>• To be listened to by the adults in the school.</li> <li>• To know what is expected of them.</li> <li>• To feel safe.</li> <li>• To be treated fairly.</li> <li>• To have help to resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with respect.</li> <li>• To do their best and let others learn.</li> <li>• To follow instructions from teachers and other staff.</li> <li>• To support and encourage each other.</li> <li>• To take ownership of their own actions.</li> <li>• To care for and take pride in the environment of the school.</li> <li>• To sort out difficulties appropriately, seeking adult help if needed.</li> <li>• To engage in restorative conversations to resolve issues</li> <li>• To learn empathy for others</li> <li>• To reflect on how to solve problems and repair relationships</li> </ul>
• Staff rights	• Staff responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect</li> <li>• To be able to teach without unnecessary interruption.</li> <li>• To work in a supportive and understanding environment.</li> <li>• • To feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Always redirect students by referring to Respect, friendship and trust</li> <li>• Focus on effort not achievement</li> <li>• Celebrate when children go above and beyond expectations</li> <li>• Be calm and give 'take up time' when going through the behaviour pathway.</li> <li>• Never ignore or walk past children who are behaving badly</li> <li>• Deliberately and persistently catch students doing the right thing and praise them in front of others</li> <li>• Know their classes well and develop positive relationships with all students</li> <li>• Relentlessly work to build mutual respect</li> <li>• Demonstrate unconditional care and compassion</li> <li>• Exercise deliberate botheredness</li> </ul>
• Parents/carers' rights	• Parents/carers' responsibilities
<ul style="list-style-type: none"> <li>• To be sure their children are treated fairly and with respect.</li> <li>• To know their children are safe.</li> <li>• • To be able to raise concerns with staff and be told when their child is experiencing difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.</li> <li>• Ensure children attend regularly and on time. • Be aware of the strategies</li> </ul>

	<p>of the school and reinforce these at home.</p> <ul style="list-style-type: none"> <li>• Promote the school values in children's behaviour</li> <li>• Inform the school of any concerns that may affect the behaviour of their child.</li> <li>• Show empathy towards their child and other children</li> <li>• Model respectful relationships in the way that staff are communicated with</li> <li>• Raise any concerns with staff rather than other parents, and out of the earshot of children</li> </ul>
<b>Senior leaders are expected to</b>	<b>Governors are expected to</b>
<ul style="list-style-type: none"> <li>• Ensure that all new staff undertake induction related to this policy, and the staff code of conduct</li> <li>• Ensure that new colleagues have a suitable buddy assigned to support them to implement it.</li> <li>• Investigate any behaviour concerns raised and monitor specific trends and children and take action to reduce any incidents, seek external support for specific children.</li> <li>• Model high standards of managing behaviour in classrooms and around the school.</li> <li>• Lead training sessions on INSET days and at other times in the school year around the expectations of this policy and how to support children to behave well</li> <li>• Actively seek out further training and support for colleagues in order to enable all to be able to implement this policy well</li> </ul>	<ul style="list-style-type: none"> <li>• Know, support and promote the behaviour policy</li> <li>• Direct any parents/carers who raise behaviour issues with them to the school staff</li> <li>• Keep up to date with national expectations relating to behaviour and policy</li> <li>• Evaluate the effectiveness of the policy through visits, and by holding the head teacher to account via data shared with them</li> </ul>

### **Appendix B Procedure for suspension and exclusion:**

The school follows the DFE guidance below relating to decision making and practice around suspensions and exclusions.

<https://www.gov.uk/government/publications/school-exclusion>

Hampshire County Council and Hampshire SENDIASS have helpful guidance for parents/carers relating to suspension and exclusion here:

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

<https://www.hampshiresendiass.co.uk/attendance-exclusion>

**Procedure related to use of restrictive physical intervention:**

The school follows the Hampshire guidance relating to restrictive physical intervention:

<https://documents.hants.gov.uk/childrens-services/restrictivephysicalinterventionpolicy.pdf>

**Appendix C - A model of positivity – How do you tweak your teaching to transform trouble?**

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
  - Mark moments with sincere, private verbal praise.
- Make positive phone calls home at least one every week.
- Send positive notes - at least one per week.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
  - Class displays and classroom environments that scream high expectations.
  - Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
  - They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.

- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Non verbal skills/attitudes that work with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
  - Patiently giving without ever expecting to receive
  - Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
  - Commitment to building an appropriate relationship
  - Refusing to listen to the doubters and moaners; refusing to give up on any learner

### **Ten Steps to certainty**

1. When children escalate take them back to the original behaviour before you deal with the secondary behaviours.
2. Display your consistency clearly on the walls of the classroom. Encourage the children to keep you on track.
3. Manage escalating inappropriate behaviour with an emotionless, almost scripted response.
4. Use phone calls and positive notes homes to reinforce your positive certainty. This works even in the most inconsistent homes.
5. Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
6. Have a clear tariff for appropriate and inappropriate behaviour. Send it home to parents and to be prepared to concede when you have a bad day and don't apply it correctly.
7. Use the term when you are speaking to children about their behaviour: 'if you choose to stay on task throughout this activity you can be certain that I will catch you and give you praise and reward. If you choose to ignore the routine/make a house under the desk/eat Lily's rubber you can be certain that you will receive a sanction that I will enforce'.
8. Don't judge yourself too harshly when you fall off the wagon and behave inconsistently. Apologise and get back to your consistent habits and routines.
9. Resist the temptation to deal with minor indiscretions with high level sanctions. In effect you are a crying wolf, so when you really need support for behaviour that does warrant a high level

sanction your colleagues- may not be so keen to support you.  
10. Aim to deliver and execute on the same day so that every child can start each day with a clean sheet.

### **Assertiveness**

*Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies. Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.*  
(Paul Dix, Taking Care of Behaviour, Pearson/Longman)

### **Appendix D Behaviour Blueprint**



## **Appendix E Effective 30 second interventions**

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

### **How to land a difficult message, softly:**

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

### **Refocusing the conversation**

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.' 'But they were doing the same thing.' 'I was only...' 'You are not being fair.' 'It's boring.' 'You are a ... (name calling).'	'I hear what you are saying...' 'I understand...' 'Maybe you were ... and yet ...' 'Yes sometimes I may appear unfair...' 'Be that as it may...' 'I am sorry that you are having a bad day.'

### Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*