Ratified by Governors 20th May 2025
Review May 2026

Withycombe Raleigh C of E Primary School
Positive Relationships and Behaviour Policy

Aims of this Policy:

The aim of this policy (and Behavioural Summary attached as Appendix A) is to create a school environment that promotes, enables and nourishes good behaviour and reflective choices.

Positive relationships are promoted through everyone in school following our 3 main behavioural expectations to:

Our school is dedicated to creating a happy, stimulating and supportive environment. We strive to ensure that our pupils feel safe and valued. Pupils are encouraged to develop emotionally, socially and academically during the time spent at our school.

Our school's ethos is to promote high expectations for children's behaviour, supported through developing secure relationships. We focus on providing strong and trusting relationships that will have a direct bearing on children's capacity to succeed in school. Relationships and belonging are key to the success of all children and essential for those who have experienced relational losses and trauma. (adapted from DCC SEND Guidelines)

A secure relationship involves our staff providing: **Protection, Connection, Understanding and Care.**

School staff are expected to act as positive role models for the pupils at all times. Staff will endeavour to be proactive rather than reactive in their management of behaviour

Six Principles Underlying Good Behaviour:

The school is determined to promote good behaviour and respect in pupils, it is expected that all adults working with children in the school model positive behaviours, consistently and calmly. The school also expects that all stakeholders, including parents / carers share the responsibility by promoting and modelling respectful and positive behaviour at all times.

1) Providing protection, connection, understanding and care

At Withycombe we are committed to developing positive relationships with children. With this ethos, we seek to promote and develop good behaviour choices. In doing so, staff provide children with the following:

Protection

Providing safety and security and acting as a source of safety. Staff behave predictably, reliably and are trustworthy. Providing structure and boundaries.

Connection

Being physically and emotionally available. Staff are both responsive and interactive while attuning and connecting with children, including being playful and having fun.

At Withycombe, staff take time to notice pupils, demonstrating 'deliberate botheredness' throughout the school day. For example, our staff welcome the children into the classroom using 'Meet and Greets', taking time to show interest and making pupils feel valued.

Understanding

In order to support children, we must understand how to meet their underlying developmental needs, not just manage the symptoms. Staff achieve this by being curious and seeking to understand children's thought processes. Staff should accept children's feelings and experiences, empathising with them, wondering aloud and validate in order to help them to process their feelings.

Care

Being compassionate towards children, staff show that they care and hold children in mind.

2. Promoting our school vision and values

Our school Christian values - **Generosity, Respect, Agape, Courage and Empathy** – are a further core component of the children's education related to positive behaviour and shaping the character of the children in our school. Our core value is Love (Agape). This means we aim for everyone in our school to look after one another. We seek to highlight examples of behaviours which embody our school values by celebrating children who are good role models.

Through these values we aim to deliver our school vision in **'Growing Happy, Caring Hearts and Minds'.**

The foundation of this can be found in the Bible, John 15 v 12; 'My command is this: love each other as I have loved you'.

3. Routines

Each of our classes develops a culture of kindness, created by staff and children, within which every child is able to feel happy, safe, included and able to flourish.

We believe that pupils need high expectations and tight routines which are developed over time. The following are some examples of expectations and routines for promoting good behaviour:

- Positive, calm lines for 'Meet and Greet' at the start of the day and during transitions
- Entering a classroom calmy and being ready to learn (when asked, '100% ready')
- Respecting the rights of others to learn
- Using kind words and kind hands
- Being respectful by listening to others without interrupting, tracking the speaker and following instructions
- Being safe by moving around the school or classroom sensibly
- Respecting Collective Worship as a quiet and reflective time

- Entering the dinner hall (quiet voices and good manners)
- Showing respect to all staff and visitors (saying please and thank you, opening doors, greeting others)
- Respecting for the school environment (looking after resources / property)

School staff will remind children about the school's three rules. They will use phrases like:
"Please show me that you are ready by listening carefully."
"I need you to be safe and walk in the corridor."
"I expect you to be respectful in the way you are playing and not grab like that."

4. Rewards and Recognition

It is important that children develop a sense of doing something positive for the sake of feeling good about it themselves. We also recognise that some children will need encouragement when developing their character and ability to self-motivate or self-regulate.

Staff aim to give unlimited verbal praise to children who demonstrate the values and choices that we seek. We encourage staff to reward children with enthusiasm, encouragement, humour, attention and time, considering when this will have the most impact. It is important that recognition is guaranteed.

All pupils are given the opportunity to receive rewards and recognition for their behaviour, effort and achievement, inside and outside of school. Most commonly, rewards are verbal but our school operates some further motivational reward systems to encourage children to do well.

Classes staff may choose to implement their own reward systems for 'class rewards' using, for example, sticker charts or marbles in the jar - children working together for a common goal.

In EYFS and Year 1 children are rewarded with Gold and Rainbow stickers

In KS2, children also collect 'House Points' (issues in ones or twos) which are awarded for a positive attitude, for effort, good behaviour or for work of a high standard. KS2 children are also rewarded with 'recognition cards' for consistently demonstrating on of the 3 school rules.

Children across the school are rewarded, during assemblies, with (high currency) 'Values Badges' for demonstrating clear and outstanding embodiment of the school's values. Each Friday, representatives from each class are selected as Achievers of the Week in recognition of their effort, accomplishments and improvement.

Recognition postcards are sent home to parents in order to share successes achieved at school and positive parent contacts including phone calls or emails home are also made.

Staff may from time to time issue stickers or small prizes for exceptional work or attitude.

5. Consequences, actions and restorative actions

We recognise that sometimes children will not be able to regulate their behaviour and will need understanding and care to help them modify their behaviours. All behaviour is a means of communication but children must develop responsibility for their actions. How we respond to inappropriate behaviour is very important in achieving the desired behaviour. We must take care to assess each individual situation, which is why our children will need understanding and calm from adults to help them develop self-discipline and modify their own behaviours.

We understand that some pupils will require more specialist support and responses to help manage their self-regulation or social and emotional skills. For these children we develop bespoke 'Relational Support Plans' – these plans are developed, adapted and reviewed with key adults and shared with parent / carers.

When dealing with behaviour, we expect all staff to respond and manage behaviour effectively by managing their own response so that it is predictable, consistent and empathetic. (Paul Dix – When Adults Change, Everything Changes)

Behaviour management principles:

- We understand that children will sometimes need help to learn how to behave in a positive way, with good manners and respect.
- We believe in consequences (not punishment); consequences should be issued as soon as possible.

- Where possible, time should be spent with the child and dealt with in private, so the child does not feel shamed by their behaviour.
- Staff use consistent and predictable language and body language.
- Staff to make reference to the school's three rules when managing behaviour.
- We aim to give children a chance to self-correct– 'lowest point of intervention first' to reduce the drama and not add fuel to the fire.
- We avoid 'deliberate' secondary behaviours where children try to deflect from the main point.

Restorative Approach:

To build better behaviour, we believe in a restorative approach, allowing children to learn from their mistakes. A restorative response involves the following considerations:

- Learning how to resolve conflict through the use of everyday interactions and discussions including: curriculum time, circle time or peer mediation.
- After an incident and when the time is right, allow pupils to reflect properly, through restorative meetings. Our staff typically follow a six-step restorative conversation to support children's reflection and learning:
  'What happened?'
  'What were you thinking or feeling?'
  'What are you thinking or feeling now?'
  'Who has been affected?'
  'What needs to happen to put it right?'
  'Next time I could…'? (to be safe / respectful)
- Supporting change by ensuring that all parties involved learn from an incident and have their needs identified and voices heard. Children are supported and enabled to repair, restore relationships and modify their future behaviour.
- Supporting children to understand the consequences of behaviour.
- Empower pupils to take ownership of their behaviour – encouraging self-discipline.
- Specific restorative processes are employed following certain incidents e.g. racism or bi-phobia.

We understand that a restorative meeting is not necessarily a quick fix as it takes time to change behaviour. Restorative meetings are best held with the staff who work closest with the children (usually teachers or TAs): persistently and gradually trust is built, conscience is built and children become more aware of their behaviour. Staff receive training and understand the need to remain calm and be conscious of their facial expressions, tone and rhythm of voice. The use of coaching questions should be part of the intervention strategy, developing a difficult conversation into a truly reflective one.

'Low-level' Behaviour

When dealing with 'low-level' disruption or behaviour staff may use the following steps as a guide:

1. Reminder of expectations (including to be ready, respectful or safe)
2. A quiet warning and further reminder
3. Decide if withdrawal is necessary (e.g. thinking time)
4. Time with an adult to discuss behaviours (including a restorative meeting)
5. Repair, restore and / or consequence

Actions for Serious Incidents or Dysregulation.

For serious incidents of dysregulation, we will attune and empathise with the feelings of the child whilst remaining firm and consistent with the boundaries or requests that have been stated.

For a small minority of children who do not respond to the aforementioned steps or on occasions where serious incidents occur, this may result in an internal or external suspension. This will be at the discretion of the Headteacher / Deputy Headteacher. The decision will be made with the aim of trying to ensure the incident is not repeated and/or to ensure the safety of other children and adults involved. This is for a fixed period - a letter accompanies this action, explaining procedures, and giving details concerning the return to school. In very rare cases, children can be permanently excluded from school, after consultation with the Governors and with the Local Education Authority. The purpose of exclusion is to indicate that, in these extreme cases where a child refuses to co-operate, it is the parents, and not the school, who must bear the responsibility and seek a solution.

We recognise that some children have an underlying need/s which can contribute to how they behave in school, with this in mind and recognising the importance of inclusion, we work closely with pupils, parents and carers and

seek advice from external professionals e.g. Behaviour Support, Educational Psychologists, Communication and Interaction Team and School Nurses.

Serious incidents will include:

1. Violence

This means intentional harm. This includes physically hurting another child or adult e.g. hitting, kicking, scratching, strangling, fighting, biting.

2. Verbal aggression and threatening behaviour

This includes deliberate abuse, swearing and language that harms other people.

3. Racism and Homophobia / Biphobia / Transphobia / Sexism

This includes deliberate use of discriminatory or abusive behaviour or language towards children or adults based on race, religion, culture, gender or sexuality.

4. Stealing

This includes from other children or adults for example from trays, bags or lunch boxes.

5. Spitting

When deliberately aimed at another person.

6. Damaging Property

This includes vandalism, deliberately breaking or defacing other people's work, (including on electronic devices) property or property that belongs to school.

- Hurting others or bullying
- Damaging belongings / school property
- Hurting themselves

Responses to Serious Incidents of Behaviour:

All serious behaviours will be recorded on CPOMS by the member of staff who dealt with the incident initially. SLT and parents will be informed. (*SLT refers to Senior Leadership Team of the Headteacher, Deputy Head, Assistant Head and SENDCo)

Further steps may be taken by the Headteacher / Deputy Head / Assistant Head. An example might include:

- Children who persistently misbehave at lunch time will not be allowed on school premises. Instead, parents will be asked to take responsibility for them during lunch times. This arrangement can be for short periods or for an unlimited time as appropriate.

We aim to be fair and consistent in our use of the above actions and incidents are investigated thoroughly and appropriately. Parents who deem a sanction to be unjust should contact the class teacher the following morning, requesting an appointment. Should the outcome still remain unsatisfactory, then a follow-up meeting can be arranged with the Headteacher, Deputy Head or Assistant Head, to discuss the incident further.

Examples of Behaviour and Consequences at Different Levels of Seriousness:

This list is not exhaustive and the individual circumstances of each incident will be taken into account. Restorative meetings might be required at any level.

Level 1 - Warning given by member of staff (including a reminder to be ready, respectful or safe)

- Calling out
- Interrupting or disrespectful listening
- Ignoring instructions
- Making silly noises or responding disrespectfully

Level 2 - Reflection time at break or lunchtime with the adult involved (parents informed if necessary)

- Persistent Level 1 behaviours
- Answering an adult back
- Time wasting
- Name calling

- Play fighting that got out of hand
- Leaving the class without permission
- Repeated talking in Collective Worship
- Pushing in the line
- Throwing food on the floor
- Defacing books

Level 3 - Reflection time at break or lunchtime with the adult involved (parents and SLT informed)

- No improvement following Level 2 sanction
- Offensive name calling/language
- Threats to others
- Rudeness or disrespect to staff
- Swearing
- Minor scuffle
- First instance of taking another's property
- Deliberate damage to property
- Hurting someone through deliberate actions

Level 4 - Possible Internal or External Suspension

- Repeated Level 2-3 behaviours
- Deliberate fighting / physical attack
- Significant incident of bullying
- Deliberately throwing stones or other objects at others
- Deliberately spitting at someone
- Biting
- Taking another person's property
- Racism / homophobia / transphobia etc aimed as an insult
- Abuse towards staff
- Sexually inappropriate behaviour
- Significant injury to another child / adult on purpose
- Persistent and consistent inappropriate / disruptive behaviour

6. Roles and Responsibilities

Behaviour is everyone's responsibility and we are all jointly accountable for the promotion of a positive behaviour ethos; this is crucial in maintaining high expectations for pupils and to embed a consistent approach across the school. All staff follow the behaviour policy and are encouraged to seek support where needed. Staff reference the 3 school rules and expectations and underline the boundaries every time. The Educational Endowment Foundation research (Improving Behaviour in Schools) shows that the highest impacts are made from approaches that focus on self-management or role-play and rehearsal. Our school provides high quality and frequent staff training across the school.

More specialist programs may be followed for targeted pupils with specific behavioural issues.

The roles are responsibilities for all staff are set out below:

Headteacher / Deputy Head: develop with staff a strategic approach to managing behaviour and relationships based on the 3-rules and the visions and values of the school. Hold staff and leaders to account at all levels for implementation of agreed policy.

Assistant Headteacher/SENCo: Support the HT/DH in developing and implementing a strategic approach to behaviour, in line with the agreed policy. Hold staff to account for the implementation of said policy.

Teachers and Teaching Assistants: Promote and develop positive behaviour at all times in line with the school's behaviour policy, 3 rules and values, within and beyond own class. Use positive framing. In each lesson: build a positive climate and make a point of it e.g. being at the door, recognising the behaviour you want immediately, reminding them of boundaries and expectations (e.g. 100% ready) before setting off on a task, deliberately and persistently searching for positive behaviour, making sure the last thing they hear is a positive affirmation of the good things. Implement suitable sanctions and restorative actions – seeking support if needed including when serious incidents occur.

Mealtime Assistants: Promote positive behaviour at all times in line with the school's behaviour policy. Use positive framing and reference to the 3-rules. Report information back to the relevant class teacher.

7. Specific Issues and Legislation / Statutory Requirements

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

- Behaviour and discipline in schools 2022 Behaviour in schools - GOV.UK (www.gov.uk)
- DfE exclusions guidance 2022 School suspensions and permanent exclusions - GOV.UK (www.gov.uk)
- The Equality Act 2010 Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- Use of reasonable force in schools Use of reasonable force in schools - GOV.UK (www.gov.uk)
- It is also based on the special educational needs and disability (SEND) code of practice SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Positive Handling:

It is only within extreme circumstances, and as a last resort, that we will use positive handling methods to restrain children; these situations are when a child is at risk of hurting themselves or others and no other option remains. All staff are able to use reasonable force to control or restrain a child – using no more force than is necessary. Some staff at our school are PIPS trained (Passive Intervention and Prevention Strategy). On the rare occurrences that a pupil is restrained, this is formally recorded and reported to parents.

The role of outside agencies and procedures for their involvement

Outside agencies will be used to support and assist the teachers in the development of the classroom-based work and on a one-to-one basis. They will be required to work within the school's moral framework outlined earlier. Every individual who has contact with the pupils will be DBS checked.

Pupils will be made aware that some information cannot be kept confidential and that their best interests will be maintained in line with the current Safeguarding Policy.

Disclosure or Suspicion of Possible Abuse

Withycombe Raleigh C of E Primary School has a Child Protection policy and procedure for dealing with child sexual abuse based on the LEA guidelines and recommendations. This policy is available on request.

Complaints Procedures

Any complaints about the procedures or programme should be made to the Senior Leadership Team; details about this are available via the school's website.

Disciplinary Procedures

The school will handle each case individually recognising that the future of the pupils involved could be affected by the decision and subsequent action employed.
Incidents outside school: the procedures laid out in this policy equally apply to any incidents off school premises where the pupil/s are involved in school activities. Incidents outside school will be dealt with by the police. Parents will notify the school so that the staff are aware of the situation.

8. Anti-Bullying Policy

Dealing with Bullying

We aim to provide a safe, secure environment within which bullying has no place.

Bullying can manifest itself in many ways. It is a difficult, complex issue and requires a range of actions and strategies to reduce and prevent further bullying. Bullying behaviour is deliberate and intends to make someone uncomfortable. **It is a persistent, wilful, conscious desire to hurt, threaten or frighten an individual.** Bullying behaviour includes:

- Name calling and nasty teasing (including racial, homophobic and referring to mental or physical disability)
- Threats and extortion
- Physical violence
- Damage to belongings
- Leaving pupils out of social activities
- Spreading malicious rumours

Bullying behaviour is often repetitive in nature and is rarely an isolated incident. Bullying causes emotional distress.

LEGAL REQUIREMENTS

Under section 22 of the Education (No. 2) Act, Head teachers are responsible for maintaining acceptable standards of discipline and regulating the conduct of pupils. Section 1 of the Education Reform Act 1988 requires schools to offer their pupils a balanced and broadly based curriculum which promotes their spiritual, moral, cultural, mental and physical development. Schools are expected to uphold certain values including those which reject bullying and cruelty.

Withycombe Raleigh C of E Primary will offer pupils a balanced and broadly based curriculum which, according to section 1 of the 1988 Education Reform Act, will:

Promote "the spiritual, moral, cultural, mental and physical development of pupils at the school and of society" and prepare "such pupils for the opportunities, responsibilities and experiences of adult life"

Aims and Objectives of the School Anti-Bullying Policy

The school will aim to:

- reduce the incidence of bullying in this school
- create a safe environment for all pupils and staff
- ensure that any incidents which do take place are dealt with promptly and effectively and in partnership with the parents.
- outline the content and manner in which anti-bullying education will be delivered in this school.

The school will work towards these aims in partnership with the parents. The aim of this anti-bullying policy is to clarify the system of dealing with a bullying incident and outline the content and manner in which anti-bullying education will be delivered in this school.

Anti-Bullying Education Programme

The anti-bullying education programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships, enabling pupils to deal with conflict and feelings e.g. anger
- encourage the exploration and clarification of values and attitudes, rights and responsibilities
- foster self-esteem, positive self-image and confidence
- Topics and themes will be revisited taking account of the pupils' development and the spiral curriculum concept.
- The content of the anti-bullying education programme will be rooted in our RSE curriculum. Topics will include:
  - feelings and relationships
  - personal safety
  - lifestyles and culture
  - growing up
  - conflict resolution
  - peer pressure

Anti-bullying education will be co-ordinated by the RSE subject leader in close co-operation with the Senior Leadership Team. Delivery will be:

- as topics (within RSE teaching)
- addressed occasionally in assembly time
- through pastoral time
- through circle time
- through SEAL-based activities (within RSE teaching)
- through small group work
- information for parents
- help card for pupils (Developed by our Ethos Council)

Active learning methods which involve pupils' full participation will be used.

Responses to bullying incidents

KIVA principles will be used when dealing with incidents of bullying.

KiVa is a research- and evidence-based antibullying program that has been developed in the University of Turku, Finland, with funding from the Finnish Ministry of Education and Culture. We were involved in a trial of KiVa with Exeter University. The strong effectiveness of KiVa has been proven scientifically through a large national randomised and controlled trial as well as several different studies.

The goal of KiVa is to prevent bullying and to tackle the cases of bullying effectively. The program is based on decades of extensive research of bullying and its mechanisms. KiVa is based on three main elements: prevention, intervention and monitoring.

The school will treat seriously all incidents, including those by text messages, e-mail, and internet-based (see Cyber Bullying Policy below) which are brought to the attention of the staff. The victim and alleged perpetrator will be listened to. A record of the incident will be documented and appropriate actions will be taken. Parents/guardians of both parties will be notified and kept informed. Witnesses will be interviewed and a record made. A course of action will be decided dependent on individual circumstances. Records will be kept of all reported bullying incidents by the class teacher and Senior Leadership Team via CPOMS, who will provide support to pupils and liaise with parents. An observation in the record will be made as to how these facts were obtained e.g hearsay, gossip, observation, the age and gender of all pupils involved, the nature of the incident and type of response made. Ongoing support and guidance will be given to the victims of bullying through the use of Teaching Assistants and where necessary, a written plan of action. All pupils are provided with Anti-Bullying Guidelines which were created by our Ethos Council.

Cyber Bullying Policy

Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.
Seven categories of cyber bullying have been identified:

- Text message bullying involves sending unwelcome texts (or equivalent) that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- Phone call bullying via mobile phone uses silent calls or abusive messages.
- Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.
- Bullying via on line games and in-game communications

What can schools do about it?

Cyber bullying is already a significant issue for many young people. Withycombe Raleigh C of E Primary School recognise that staff, parents and young people need to work together to prevent this and to tackle it whenever it occurs.

School Governors, and Head teachers have a duty to ensure that:
Bullying via mobile phones or the Internet is included in their mandatory anti-bullying policies, that these policies are regularly updated, and that teachers have sufficient knowledge to deal with cyber bullying in school.

Withycombe Raleigh C of E Primary School ensures that:

- the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights

- all e-communications used on the school site or as part of school activities off-site are monitored.
- clear policies are set about the use of mobile phones at school and at other times when young people are under the school's authority
- internet blocking technologies are continually updated and harmful sites blocked. We use **RM SafetyNet,** a web filtering solution that protects users from accessing illegal, inappropriate and potentially harmful content online.
- Work is carried out with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice.
- security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- they work with police and other partners (including social services) on managing cyber bullying.

ICT and Mobile Phone Policy

If a cyber bullying incident directed at a child occurs using e-mail or mobile phone technology, either inside or outside school time, Withycombe Raleigh C of E Primary School will take the following steps:

- advise the child not to respond to the message
- refer to relevant policies, e.g. e-safety/acceptable use, anti-bullying and RSE and apply appropriate actions
- secure and preserve any evidence (but staff should not view images which might be criminal or compromising in content)
- inform the sender's e-mail service provider
- notify parents of the children involved – checking first with safeguarding leads
- consider informing the police depending on the severity or repetitious nature of the offence. The school recognises that some cyber bullying activities could be a criminal offence under a range of different laws including: the Protection from Harassment Act 1997; the Malicious Communication Act 1988; section 127 of the Communications Act 2003 and the Public Order Act 1986
- inform the LA e-safety officer
- record incident on CPOMS (safeguarding / internet safety tag)

If malicious or threatening comments are posted on an Internet site or Social Networking Site about a pupil or member of staff, Withycombe Raleigh C of E Primary School will also:

- inform and request that the comments be removed if the site is administered externally
- secure and preserve any evidence
- send all the evidence to www.ceop.gov.uk/contact_us.html
- endeavour to trace the origin and inform the police as appropriate.

Appendix A

Behaviour: Guidelines in Summary

Our 'Withycombe Way' is to: Be Ready, Be Respectful and Be Safe
We expect all children and adults in our school to follow these rules

Think

When supporting pupils consider:

- What are they trying to communicate?
- ACEs / SEND – what experiences might the pupil have had?
- What do you want to achieve?

Say

Stay calm and show empathy, focus on positives

- Refer back to the school rules: Be Ready, Be Respectful, Be Safe
- Use agreed phrases: 'I need you to…' 'I expect you to…' 'I noticed that…' 'Thank you for listening'

Do

Mindfully consider your approach

- Never walk past or ignore behaviour
- Use positive body language and respect personal space
- Actively listen
- Avoid secondary behaviours!

Our Relational Approach

- Take an interest in the children, using 'deliberate botheredness'
- Focus on positive framing and point out positive choices and behaviours
- Meet and greet children in the morning and after each transition

Our Restorative Approach (making things better)

- We focus on building, maintaining and restoring relationships.
- Take time to talk to a child after a behavioural issue has occurred
- Deal with it in private (praise in public)
- Use 6-stap approach and phrases like: 'How did you feel?' 'Who else was affected?' 'How can it be put right?'

Rewards and Recognition

- Whole-school, class-based and personal recognition

Responding to Poor Behaviour Choices / Incidents

- Stay calm – use 'lowest point of intervention' first
- For most behaviours, use 'reminder', 'warning', 'last chance'
- Give thinking time to self-correct (walk away)
- Serious 'Red Card' behaviours will need an immediate response.

Consequences and Empowerment - Picking up your own tab

- Role of Teachers and TAs: Those who know the child's needs best are empowered to decide what happens next e.g. missing free time, time in a partner class. Follow up with a restorative conversation. Record incidents on CPOMs

- Role of SLT: Support during serious (red card) behavioural issues, when behaviour is unsafe. Support with regulation. Support with more serious consequences including suspension and meeting with parents / carers. Adding to CPOMs records.