



Behaviour Policy

Date: 03/21

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It is the everyday habits of adults that provoke a change in pupils' behaviour

Introduction

At Oakhurst, we strive to create a safe, caring and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and actions and encourage others to do the same. We recognise that all individual children are at different stages of their social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the purpose, nature, organisation and management of behaviour at Oakhurst. It is a document to support the enhanced development of positive relationships between children, adults working in school, parents and other members of the wider school community. The rigorous, fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

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

- Behaviour and discipline in schools
- The Equality Act 2010

It also takes into account the Special Educational Needs and Disability (SEND) Code of Practice.

Core Beliefs

- Every child can be successful and behaviours can be learnt and changed.
- Adults are role models and provide a critical example for the children to follow.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- Behaviour is more likely to change through positive, targeted praise than blaming and punishing.
- Reinforcing good behaviour encourages children to feel proud of themselves.
- Rewarding and celebrating successes help to further increase a child's self-esteem enabling them to achieve even more.

Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to managing behaviour;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Develop a positive, calm and purposeful atmosphere where pupils can most effectively learn;

- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Ensure pupils have clear understanding of expectations of their behaviour and are polite and considerate of others' feelings;
- Promote the use of restorative approaches in place of punishments;
- Promote pupils' self-esteem praising effort in both work and behaviour by providing an effective system of rewards;
- Encourage our pupils to respect their own and others' property;
- Foster good citizenship and self-discipline.

As a school community, through the taught curriculum as well as during all other opportunities we aim to:

- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others;
- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote peer support amongst everyone within the school community.

The role of the Headteacher and the SLT

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher has access to records of all reported incidents of misbehaviour held on our electronic filing system (CPOMS). The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are reported to the School Governors.

Senior Leaders within the school play a pivotal role in supporting other adults within the school in maintaining the consistent application of the school's behaviour policy. They will also support teachers and other adults in school with tackling more serious behaviour concerns, as and when they may arise.

The role of the Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), the governing body must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced across the whole school (for all children) as well as in their class, and that their class behaves in a responsible manner. The class teachers at Oakhurst have high expectations of the children in terms of behaviour, and they strive to ensure that all children

work to the best of their ability. The class teacher treats each child fairly and enforces the three school rules consistently (Be Ready, Be Respectful, Be Safe). The teacher treats all children in their class with respect and understanding. It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from teachers delivering a curriculum matched to the children's varying needs will help to motivate pupils promoting self-esteem and confidence.

The role of all other staff

It is the responsibility of all staff to ensure that the school rules are enforced in and outside of the classroom, and that children behave in a responsible manner during lesson time as well as other outside of these times. The staff at Oakhurst have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All non-teaching staff treat each child fairly and enforce the three school rules consistently (Be Ready, Be Respectful, Be Safe) and treat all children with respect and understanding. Support staff should report any significant incidents back to the class teacher.

The Role of Children

Children are responsible for their own actions. Adults in school will teach children to understand that their behaviour choices, whether they are positive or negative, will have consequences.

Children will feel proud of their good behaviour, the good behaviour of their class and of the school as a whole. Through effective and consistent rewards and praise across the school, they will learn that good things happen as a result of positive choices.

Parental involvement

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements. It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding. Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and the school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all. Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils are appropriately dressed for school in our agreed school uniform and are prepared for PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to **be ready, be responsible and be safe** at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We aim to:

- Welcome parents into school and make them feel valued.
- Develop good communication between parents and school.

Behaviour for Learning

Our school has three simple rules: '**Be Ready, Be Respectful and Be Safe**', which are applicable to all situations, both in and out of school. These rules are explicitly taught and modelled by all members of our school community.

Our three school rules are further explored and explicitly taught in class, assemblies and other school experiences. These are examples of how they could be expanded and explained to the children.

- **Be ready** - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

- **Be respectful** - I will listen and talk politely to adults and other pupils and look after equipment and other people's possessions.
- **Be safe** - I will be kind and look after myself and others, following appropriate instructions from adults.

All of the rules will be adapted to meet the needs of the children according to their age. Children will also be taught how to adapt their behaviours specific to subject being taught (eg. how to be ready in a PE lesson will look very different to how to be ready in maths). The children will be shown how the behaviours will need to change accordingly.

We recognise that clear structures with predictable outcomes have the best impact on behaviour. Our school's principles for behaviour set out the rules, routines and consistent behaviours that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded of rules in private.

We also understand that for some children, following our behaviour expectations are beyond their current developmental level. In these cases, these children will have access to bespoke positive behaviour plans, which will include carefully selected targets with rewards to reinforce positive behaviour, as well as clearly defined consequences for negative behaviour choices.

Adult Responsibilities to Promote Excellent Behaviour

When interacting with children, all adults at Oakhurst apply the following key principles:

- **Identify** the behaviour we expect;
- **Teach** behaviour explicitly;
- **Model** the behaviour we are expecting of the children;
- **Practise** behaviour skills;
- **Notice** excellent behaviour (the children going 'above and beyond' expectation);
- **Create** conditions where excellent behaviour can thrive.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build trust and a respectful relationship with pupils.

- Each child is personally greeted at the classroom door each day by their teacher. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- Staff will build relationships through 'deliberate botheredness', showing that they listen and asking questions such as 'How was your football match last night?'
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly. Shouting will only be used by adults in school when an emergency situation arises and immediate attention is essential (eg. safety of a child/adult in school)
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Talking about behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Negative phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and should not be used. All adults should remain professional and calm at all times. Conversations to address behaviour and for restoration of good behaviour should follow an agreed script (*Appendix 1 – Blueprint and Appendix 2 & 3 – conversation script cards for KS2 and a simplified version for EYFS/KS1*) and behaviours should be

discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher.

Recognising Positive Behaviour

Children at Oakhurst are encouraged to go above and beyond expectations of good behaviour. All adults are responsible for recognising when children are showing excellent behaviour and will praise the child publicly. High quality behaviour will be recognised through the use of:

- recognition boards in each classroom to identify all children who are meeting the agreed target of the class
- Friday reflection assemblies - held in classrooms;
- 'Hot chocolate with the Head' - for consistent, long-term positive behaviour
- end-of-term reward for children who have behaved positively and have not received a 'restorative conversation' (as recorded on CPOMS)

Relentless Routines

These routines, consistently seen and heard around school, will ensure all children are clear about the behaviour expectations at Oakhurst.

- Children and adults will be expected to demonstrate high standards of behaviour when moving around school, by displaying '**Proud Walking**'. Children and adults will walk with the posture of hands behind their back, chest out, walking tall and showing that they are proud to be wearing the school badge and being part of the Oakhurst community.
- When adults in school require the full attention of a class or group of children, they will use the key phrase, '**Eyes on me**'. Pupils are taught to stop what they are doing, turn to face the adult and **Be Ready** to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- Adults and children across the school will engage in '**Great Greetings**' to foster a sense of community and friendliness. Adults will actively open conversations with any children they encounter within the school and will expect a response. Children will be taught and encouraged to greet adults that they encounter, both in the classroom and around the school site. They will have been taught about safety and that the adults around school are 'safe adults'.

Sanctions

Sanctions need to be in proportion to the offence.

Sanctions should always:

- Make it clear that unacceptable behaviour affects others and has a negative effect on the school community;
- Avoid being applied to a whole group for the actions of individuals;
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address the behaviour and not be made personal to the child.

Our behaviour steps:

For the majority of behaviours, the following steps should be followed. When more serious or extreme behaviours are shown, the guidance in the 'Extreme behaviours' section should be followed. Whenever sanctions are being given, a gentle approach should always be used. The adult will use the child's name, speak to the child at their level, make eye contact, deliver the message and then walk away.

1. REMINDER (reinforce the 3 rules, privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe).

You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - *'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'*

2. CAUTION:

This is the second time I have spoken to you.

I can see that you are still not following our rule on being ready/respectful/safe because you are still ... (explain their behaviour).

If you continue to make these choices, then the consequence will be that you will have to speak to me after the lesson for two minutes.

Think carefully about your next steps.

Thank you for listening.

Example – *'This is the second time I've spoken to you. I can see that you're still not following our rule on being respectful as you are still talking when I am. If you continue to make these choices, the consequence will be that you will need to speak to me after the lesson for two minutes. Think carefully about your next steps. Thank you for listening.'*

3. FINAL WARNING:

I noticed you have continued to ... (state the noticed behaviour).

You have had two previous warnings so you need to speak to me for two minutes after the lesson.

(Insert child's name) ... if you choose to break our school rules again, you will have further consequences put in place.

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

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - *'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. Through your behaviour choices you have now chosen to stay behind after the lesson for two minutes. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'*

4. SELF-REFLECTION:

I can see that you have continued to ... (notice the child's behaviour) - and link to one of the three rules.

As a consequence of this I need you to go to (reflection space within your classroom) to consider your behaviour choices for ___ minutes (chosen time appropriate to the child or behaviour).

The working time that you will miss will need to be caught up with at home so I will be sending extra learning home with you today.

I will come back to get you so you can come back to your place to show positive behaviour choices in ___ minutes.

Thank you for listening.

Example – *'I can see you are still talking instead of working, which shows me that you are not being ready. As a consequence of this, you need to go to the carpet for 5 minutes and reflect on your behaviour choices. The work that you will miss out on will need to be caught up with at home so I will send it home with you tonight. I will come back to you so you can go back to your seat in 5 minutes to show positive behaviour choices. Thank you for listening.'*

5. REPAIR:

Have a follow-up conversation with the child using up to five of the following questions:

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-appropriate language e.g. 'hurt / upset' for EYFS/KS1)
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?

Questions in bold are the most important ones for younger children to be able to reflect on their behaviour. No more than two questions should be used for children in EYFS.

LOG INCIDENT ON CPOMS

Repair conversations will be held by the adult who has actioned the self-reflection time. It is the consistent and reliable application of these conversations that will teach children the appropriate behaviour choices. These conversations should not be held in an uncomfortable and formal setting (such as either side of a desk). Instead, they should be carried out as part of another activity. This could be tidying desks, gathering books or walking on the playground.

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Repair Conversation then the following guidelines should be used:

Pupil is taken to a member of the Leadership Team (SLT): Phase Leader, Deputy Headteacher or the Headteacher (usually in that order). The Repair conversation is still led by the adult who initially addressed the behaviour concern and is only supported and reinforced by the SLT member.

Playground behaviour steps

For low-level behaviour issues (rough play, going into places where they are not allowed, unkind words towards others, disrespectful behaviour, etc) that may arise during playtime, similar steps will be taken.

1. REMINDER (See above)
2. CAUTION (see above but change the warning of two minutes after class to two minutes stood with an adult) Example – <i>'This is the second time I've spoken to you. I can see that you're still not following our rule on being safe as you are still playing roughly with your friends. If you continue to make these choices, the consequence will be that you will need to stand with Mr/Mrs/Miss __ for two minutes. Think carefully about your next steps. Thank you for listening.'</i>
3. FINAL WARNING (see above) Example - <i>'I have noticed you are not talking nicely to others. You are breaking the school rule of being respectful. Through your behaviour choices you have now chosen to stand with Mr/Mrs/Miss __ for two minutes. Thank you for listening.'</i> After the two minutes are up, the adult will go back to the child and say: <i>'You are now able to continue playing. You need to show the right behaviour choices now. If you do not choose to do this, you will have to sit on the bench to reflect on your behaviour choices. Thank you for listening.'</i>
4. SELF REFLECTION (see above) Example – <i>'I can see you are still being unkind to __, which shows me that you are not being respectful. As a consequence of this, you need to go to the bench for 5 minutes and reflect on your behaviour choices. I will come back to you in 5 minutes. Thank you for listening.'</i>
5. REPAIR (see above)

Behaviour on trips

The expectations of children's behaviour, as detailed in this policy, are applied equally on school trips.

Extreme Behaviours

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. Where possible, we use our most skilful staff to build relationships with these children individually. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, staff may need to restrain a child if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS and where restraint or handling of any kind has been used, the incident will be recorded in the 'Bound and Numbered Book'.

Exclusions will occur following extreme incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite 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 withdrawal with the Headteacher 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 and arrange meetings to discuss.

If a situation arises of a child making an allegation against a staff member, the headteacher will report to the Local Authority Designated Officer. After any necessary investigation has been carried out, any malicious allegations will be followed up. This could include temporary or permanent exclusion and even a referral to the police if the headteacher believes a criminal offence has been committed.

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may need to bypass our system of Stepped Sanctions in order to be dealt with more quickly by a member of the SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that 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
- Persistent taunting, teasing and bullying behaviour (see Anti-bullying Policy)
- Stealing
- Spitting
- Inappropriate sexual behaviour
- Inappropriate language (including swearing and sexual language)

Physical Attacks on Adults

At Oakhurst, we take incidents of violence toward staff very seriously. We also 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 in accordance with our Positive Handling

Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person. Details relating to the use of physical intervention can be found in our Physical Intervention Policy.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and record details on CPOMS. We appreciate these incidents can 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. Exclusion will only happen once we have explored several options and have created a plan around a child. Together: everyone matters. Together: everyone succeeds.

Exclusion (Fixed Term & Permanent)

Exclusion is an extreme step 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 (for pupils considered to have Special Educational Needs, the procedures for meeting those needs are set out in our SEN policy);
- The risk to the safety and welfare of staff and other children is too high;
- The negative impact on teaching and learning is too high.

The school follows the Local Authority's guidelines on fixed-term and permanent exclusions. 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 decision making processes.

Discipline beyond the school gate

A member of staff can discipline pupils for misbehaviour outside school. All criminal behaviour should be reported to the police. Any non-criminal negative behaviour and bullying - including online incidents - which occur anywhere off the school premises, by a pupil of the school, and which is witnessed by a member of the teaching staff must be reported to the Head Teacher. This applies to misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. Incidents of misconduct which are reported from outside school will be shared with the parents of the children involved.

Oakhurst Community Primary School – Behaviour Blueprint

All adults in school are responsible for enforcing the established rules across the school. We are responsible for the behaviour of all children – not just the ones in our class. All behaviour should be noticed – both positive and negative. Without high-quality behaviour, we cannot expect high-quality learning. The rules are simple: **Be Ready, Be Respectful, Be Safe.**

When interacting with children, all adults at Oakhurst apply the following key principles:

- **Identify** the behaviour we expect
- **Teach** behaviour explicitly
- **Model** the behaviour we are expecting of the children
- **Practise** behaviour skills
- **Notice** excellent behaviour (the children going ‘above and beyond’ expectation)
- **Create** conditions where excellent behaviour can thrive

Positive behaviours need to be exhibited by staff and must be consistent, and children expect to see them. Through these consistencies, adults will build respectful relationships with pupils.

- **Meet and greet** – greet your class members at the door with a smile and a handshake. Exercise ‘deliberate botheredness’ – talk to them about what they have been doing. Show they are valued.
- **Calm, consistent and fair** - avoid shouting or becoming emotionally charged. We will model self-control through a calm approach and will deal with individuals fairly. Shouting will only be used by adults in school when an emergency situation arises and immediate attention is essential
- **Pay first attention to the best conduct** - catch children ‘doing the right thing’ in order to praise and recognise desired behaviours. This encourages and rewards children in being role models.

Relentless routines, consistently seen and heard around school, will ensure all children are clear about the behaviour expectations of all adults.

- **Proud Walking** - children and adults will walk with their hands behind their back, chest out, walking tall and showing pride in being part of the Oakhurst community.
- **Eyes on me** - when we require the full attention of a class or group of children, use the key phrase, ‘**Eyes on me**’. Pupils are taught to stop what they are doing, turn to face the adult and **Be Ready** to listen.
- **Great Greetings** - we will actively open conversations with children we encounter within school and will expect a response. Children will know that the adults around school are ‘safe adults’ and should talk to them.

Sanctions for negative behaviour choices must be in proportion to the offence.

Sanctions should always:

- Clearly show that unacceptable behaviour affects others and has a negative effect on the school community.
- Avoid being applied to a whole group for the actions of individuals.
- Be consistently applied by all staff to ensure that children and staff feel supported and secure at all times.

Whenever sanctions are being given, a gentle approach should always be used. The adult will use the child’s name, speak to the child at their level, make eye contact, deliver the message and then walk away.

Whenever sanctions are being given, a gentle approach should always be used. The adult will use the child’s name, speak to the child at their level, make eye contact, deliver the message and then walk away. We will all use the same ‘script’, as outlined on the next page. The behaviour steps are:

- **Reminder** of the rules
- **Caution** to warn the child of their choices
- **Final warning**, making it clear that consequences will follow if the behaviour choice doesn’t change
- **Self-reflection** time for the child to consider what they have done
- **Repair**, to learn from the experience and move on

These behaviour steps will also apply to low-level negative behaviour on the playground (such as rough play, unkind words, disrespectful behaviour, etc)

Extreme unacceptable behaviour may need to engage a member of the SLT and will go beyond the remit of the behaviour steps. These behaviours may include violent behaviour (with the intent to harm), defiance/rudeness towards an adult, persistent taunting/teasing/bullying, stealing, spitting and swearing.

Although a member of the SLT will be present for the self-reflection and repair conversations, the conversation will still be led by the staff member involved.

Engaging in behaviour conversations with a child, use the following script. By doing so, we will ensure there is familiarity and consistency across the whole school. It is important not to deviate from the script.

1. REMINDER (reinforce the 3 rules, privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe).

You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - *'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'*

2. CAUTION:

This is the second time I have spoken to you.

I can see that you are still not following our rule on being ready/respectful/safe because you are still ... (explain their behaviour).

If you continue to make these choices, then the consequence will be that you will have to speak to me after the lesson for two minutes.

Think carefully about your next steps. Thank you for listening.

Example – *'This is the second time I've spoken to you. I can see that you're still not following our rule on being respectful as you are still talking when I am. If you continue to make these choices, the consequence will be that you will need to speak to me after the lesson for two minutes. Think carefully about your next steps. Thank you for listening.'*

3. FINAL WARNING:

I noticed you have continued to ... (state the noticed behaviour).

You have had two previous warnings so you need to speak to me for two minutes after the lesson.

(Child's name) ... if you choose to break our school rules again, you will have further consequences put in place.

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

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - *'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. Through your behaviour choices you have now chosen to stay behind after the lesson for two minutes. Do you remember that yesterday you started working straight away and got it finished? That is what I need to see. Thank you for listening.'*

4. SELF-REFLECTION:

I can see that you have continued to ... (notice the child's behaviour) - and link to one of the three rules.

As a consequence of this I need you to go to (reflection space within your classroom) to consider your behaviour choices for __ minutes (chosen time appropriate to the child or behaviour).

The working time that you will miss will need to be caught up with at home so I will be sending extra learning home with you today.

I will come back to get you so you can come back to your place to show positive behaviour choices in __ minutes.

Thank you for listening.

Example – *'I can see you are still talking instead of working, which shows me that you are not being ready. As a consequence of this, you need to go to the carpet for 5 minutes and reflect on your behaviour choices. The work that you will miss out on will need to be caught up with at home so I will send it home with you tonight. I will come back to you so you can go back to your seat in 5 minutes to show positive behaviour choices. Thank you for listening.'*

5. REPAIR:

Have a follow-up conversation with the child using **up to five** of the following questions:

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- **Who has been affected?** (use age-appropriate language e.g. 'hurt / upset' for EYFS/KS1)
- How have they been affected?
- **What should we do to put things right?**
- How can we do things differently in the future?

Questions in bold are the most important ones for younger children to be able to reflect on their behaviour. No more than two questions should be used for children in EYFS.

<h1 style="text-align: center;">CLASSROOM BEHAVIOUR STEPS</h1>	<p><u>1 – REMINDER</u></p> <p>I notice that you chose to ... (state the behaviour) This is a reminder that we need to be (ready/ respectful/safe). You now have the chance to make a better choice. Thank you for listening.</p> <p>Walk away and do not enter into a discussion.</p>
<p><u>2 – CAUTION</u></p> <p>This is the second time I have spoken to you. I can see that you are still not following our rule on being ready/respectful/safe because you are still ... (explain the behaviour). If you continue to make these choices, then the consequence will be that we will have to speak after the lesson for 2 minutes. Think carefully about your next steps. Thank you for listening.</p> <p>Walk away and do not enter into a discussion.</p>	<p><u>3 – FINAL WARNING</u></p> <p>I noticed that you have continued to ... (state the behaviour). You have had two previous warnings so we will need to speak for two minutes after the lesson. [NAME], if you choose to break our school rules again, you will have further consequences put in place. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening.</p> <p>Walk away and do not enter into a discussion.</p>
<p><u>4 – SELF-REFLECTION</u></p> <p>I can see that you have continued to ... (notice the child's behaviour and link to the rules). As a consequence of this I need you to go to (reflection space) to consider your behaviour choices for __ minutes (chosen time appropriate to the child or behaviour). The working time that you will miss will need to be caught up with at home so I will be sending extra learning home with you today. I will come back to get you so you can come back to your place to show positive behaviour choices in __ minutes. Thank you for listening.</p> <p>Walk away and do not enter into a discussion.</p>	<p><u>5 – REPAIR</u></p> <p>Use <u>up to five</u> of the following questions:</p> <ul style="list-style-type: none"> ● What happened? (Neutral, dispassionate language.) ● What were you feeling at the time? ● What have you felt since? ● How did this make people feel? ● Who has been affected? (use age-appropriate language e.g. 'hurt / upset' for EYFS/KS1) ● How have they been affected? ● What should we do to put things right? <p>How can we do things differently in the future?</p>

PLAYGROUND BEHAVIOUR STEPS

1 – REMINDER

I notice that you chose to ... (state the behaviour)

This is a reminder that we need to be (ready/ respectful/safe).

You now have the chance to make a better choice.

Thank you for listening.

Walk away and do not enter into a discussion.

2 – CAUTION

This is the second time I have spoken to you. I can see that you are still not following our rule on being ready/respectful/safe because you are still ... (explain the behaviour).

If you continue to make these choices, then the consequence will be that you will have to stand with ___ for 2 minutes.

Think carefully about your next steps.

Thank you for listening.

Walk away and do not enter into a discussion.

3 – FINAL WARNING

I noticed that you have continued to ... (state the behaviour). You have had two previous warning so you need to stand with ___ for two minutes. Thank you for listening.

After two minutes ...

You are now able to continue playing. You need to show the right behaviour choices now. If you choose not to do this, you will have to sit on the bench to reflect on your behaviour choices. Thank you for listening.

Walk away and do not enter into a discussion.

4 – SELF-REFLECTION

I can see that you have continued to ... (notice the child's behaviour and link to the rules).

As a consequence of this I need you to go to the bench to consider your behaviour choices for 5 minutes.

I will come back to get you in 5 minutes.

Thank you for listening.

Walk away and do not enter into a discussion.

5 – REPAIR

Use up to five of the following questions:

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- **Who has been affected?** (use age-appropriate language e.g. 'hurt / upset' for EYFS/KS1)
- How have they been affected?
- **What should we do to put things right?**
- How can we do things differently in the future?

CLASSROOM BEHAVIOUR STEPS

1 – REMINDER

I notice that you chose to ... (state the behaviour)

This is a reminder that we need to be (ready/ respectful/safe).

You now have the chance to make a better choice.

Thank you for listening.

Walk away and do not enter into a discussion.

2 – CAUTION

This is the second time you have been spoken to.

I can see that you are still not following our rule on being ready/respectful/safe. If you carry on I will have to speak to you after the lesson.

Think carefully about your next steps.

Thank you for listening.

Walk away and do not enter into a discussion.

3 – FINAL WARNING

This is the third time you have been spoken to so we will need to speak after the lesson.

[NAME], Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully so you don't have to sit out.

Thank you for listening.

Walk away and do not enter into a discussion.

4 – SELF-REFLECTION

This is the fourth time you have been spoken to so I need you to go to (reflection space) to consider your behaviour choices for __ minutes (chosen time appropriate to the child or behaviour).

I will come back to get you so you can come back to your place to show good behaviour choices in __ minutes.

Thank you for listening.

Walk away and do not enter into a discussion.

5 – REPAIR

The working time that you have missed will need to be caught up with at home so I will be sending extra learning home with you today.

Use up to five of the following questions:

- What happened? What were you feeling at the time/since?
- How did this make people feel?
- **Who has been affected?**
- How have they been affected?
- **What should we do to put things right/ in the future?**

PLAYGROUND BEHAVIOUR STEPS

1 – REMINDER

I notice that you chose to ... (state the behaviour)

This is a reminder that we need to be (ready/ respectful/safe).

You now have the chance to make a better choice.

Thank you for listening.

Walk away and do not enter into a discussion.

2 – CAUTION

This is the second time you have been spoken to.

I can see that you are still not following our rule on being ready/respectful/safe

If you continue to make these choices, then the consequence will be that you will have to stand with ___ for 2 minutes.

Think carefully about your next steps.

Thank you for listening.

Walk away and do not enter into a discussion.

3 – FINAL WARNING

This is the third time you have been spoken to so we will need to speak after the lesson.

[NAME], You have had two previous warning so you need to stand with ___ for two minutes. Thank you for listening.

After two minutes ...

You are now able to continue playing. You need to show the right behaviour choices now. If you choose not to do this, you will have to sit on the bench to reflect on your behaviour choices. Thank you for listening.

Walk away and do not enter into a discussion.

4 – SELF-REFLECTION

I can see that you have continued to ... (notice the child's behaviour and link to the rules).

As a consequence of this I need you to go to the bench to consider your behaviour choices for 5 minutes.

I will come back to get you in 5 minutes.

Thank you for listening.

Walk away and do not enter into a discussion.

5 – REPAIR

Use up to five of the following questions:

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- **Who has been affected?** (use age-appropriate language e.g. 'hurt / upset' for EYFS/KS1)
- How have they been affected?
- **What should we do to put things right?**
- How can we do things differently in the future?