



Wateringbury Church of  
England Primary School

# Behaviour Policy

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Based on model/template	Based on the work of Paul Dix and nurture principles. DfE Behaviour in Schools Guidance September 2022

Document History	
Date	Summary of Changes
October 2022	Updates to information about pupils searches to include banned items. Adding information about zones of regulation. Addition of whole class behaviour records and clarification of behaviour incidents to go on MyConcern. Include role of Assistant Headteachers. Change in term from fixed term exclusion to suspension. Reference to suspension and exclusion policy.
September 25	No significant updates - will be rewritten after EF project in July 2026

Learning, growing, achieving.....our journey together with God.

# Wateringbury CE Primary School – Behaviour Policy

## Our Vision and Values

Guided by our Christian values and nurturing culture, we aspire to enable everyone to grow to meet the challenges of our ever-changing world and to reach out to the wider community.

Every child is seen as a unique learner, loved by God and is equally valued and championed to achieve their very best in all they do.

LOVE    FORGIVENESS    JOY    RESILIENCE    RESPECT    COURAGE

## Introduction

At Wateringbury CE Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits.

Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of 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 underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Wateringbury CE Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

We are a nurture school and follow the six principles of nurture:

- ◆ Children's learning is understood developmentally
- ◆ The classroom offers a safe base.
- ◆ The importance of nurture for the development of wellbeing
- ◆ Language is a vital means of communication
- ◆ **All behaviour is communication**
- ◆ The importance of transitions in children's lives.

## Our Core Beliefs

- All behaviour is communication (nurture principles)
- 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 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.
- When the adults change, everything changes.

## Aims

Through this policy we aim to:

- ensure a consistent and calm approach to, and use of language for, managing behaviour;

- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow up any issues personally;
- to promote the use of restorative approaches in place of punishments;
- to promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and after school clubs, we aim to:

- 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 an ethos of peer support;
- 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.

## Behaviour for Learning: The Watlington Way

Everyone in school has:

The right to learn.  
The right to feel safe.  
The right to communicate.

They can be represented by three simple rules: Be **Ready**, Be **Safe** and Be **Respectful**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules*, *relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe', generated through discussions and research which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

## **Adult Strategies to Develop Excellent Behaviour**

Children want adults in school to:

- Understand that all behaviour is communication (nurture principles)
- Give them a 'fresh start' every session
- Help them learn and feel confident
- Be just and fair
- Care about them

We expect every adult to:

- Meet and greet at the door
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout the day (see page 5)
- Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

See [Appendix Three](#) for positive ideas for adults

## **Leadership Team**

The leadership team are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

## **School leaders:**

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially transitions.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Encourage the use of positive postcards and positive phone calls.
- Celebrate staff, leaders and learners whose effort goes over and above expectations.
- Regularly share good practice
- Support teachers and middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess our behaviour policy and practice.
- Ensure staff training needs are identified and targeted.

## **Language Around Behaviour**

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should

follow a script 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. Incidents are then logged on whole class behaviour sheet. If the child had to leave the class or SLT were involved then the incident should be recorded on MyConcern (our safeguarding recording platform).

## **The role of the parent**

At Wateringbury, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

## **Sanctions**

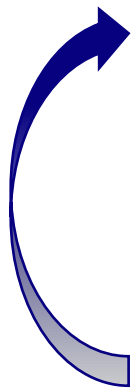
Sanctions should always:

- make it clear that *unacceptable behaviour affects others* and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by *all staff* to help to ensure that children and staff feel supported and secure at all times.

### **Sanctions need to be in proportion to the offence.**

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

## Our behaviour pathway



- Redirection
  - Reminder
  - Caution
  - Last Chance
  - Calming time
- ➔ in class  
➔ in another class  
➔ in another space
- Repair
  - Consequences

*Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the follow up / reparative conversations, then the following guidelines should be used:*

- Pupil is taken to Assistant Headteacher, SENCo or Headteacher (usually in that order)
- Parents contacted
- Behaviour tracker
- Parents called to school
- Internal exclusion
- Short fixed-term exclusion (1-2 days)
- Longer fixed-term exclusion (3-5 days)
- Managed move
- Permanent exclusions



## Shared Scripts and Expectations

Good behaviour is recognised sincerely through recognition boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

**Children are praised publicly and reprimanded in private.**

Our three simple school rules are further explored and explicitly taught in class, acts of worship and other school experiences. For example, they might be expanded as follows:

- **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.

## 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 respectful relationships with pupils.

- **Children are greeted at the classroom door** and/or in the classroom, daily by their teacher and/or teaching assistant. 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 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.
- **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.

## Above and Beyond Recognition

We recognise and reward learners who go ‘above and beyond’ our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public reward. Pupils and staff are recognised for going ‘above and beyond’ in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

- **Children’s names will be moved onto recognition boards** when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise.
- **Certificates, good news postcards and other positive messages** will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.

At Watringbury, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method and Approach
Learning and Effort	<b>Castle Points (KS2)/Class Dojo Points (KS1)</b> For effort and success in their learning. Teachers to determine the system for recording castle points in the classroom. These will be collected weekly by Year 6 monitors and celebrated in Friday’s celebration assembly.
Learning Attitudes	<b>Star of the Week</b> These awards will celebrate efforts/achievements in learning. They should focus on a specific learning behaviour. Teachers speak in assembly to explain to the school the learning behaviours that the child has shown. Children get a sticker in assembly and a certificate to take home.
Learning Attitudes	<b>Headteacher Award</b> During the week, children are sent to see the headteacher with work that the teacher is pleased with. Children receive a headteacher sticker at the time as well as a conversation with the head. They are recognised in celebration assembly on Friday.
Values and Behaviours	<b>Recognition Board</b> In classrooms, teachers will create recognition boards with a focus on a particular desirable behaviour relevant at that time to that class. Children who demonstrate

	the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in response to pupils' behaviour. A child's name will not be removed from the board once it is on.
Values and Behaviours	<b>Positive Postcard</b> These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week. They will be taken home by the child at the end of the day. There is no expectation on the number to be given out by the teachers. Teachers will decide how these are handed out dependent on the pupil. Teachers to have a pile of postcards accessible in the classroom for cover teachers. Visitors will also be given them for when they recognise 'over and above' behaviour.
Values and Behaviours	<b>Positive Calls Home</b> Any member of staff can call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.

## Relentless Routines

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

- Pupils and adults will be expected to demonstrate pride in their Awesome Appearance and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
- Children are expected walk around school calmly and quietly. We encourage them to walk with their head held high and show Wonderful Walking even if there are no adults around.
- If an adult wants to get the attention of a lot of children or for the class to stop, they will hold their hand up in a place where some children can see. As children see the adult they stop what they are doing and put their hand up. The Heroic Hands Up spreads around the room without the need for raised voices.
- Clear routines for coming into assembly, the start of the day, ending playtime and other key points need to be shared with children and modelled so that we have Terrific Transitions between activities.

## Stepped Boundaries

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. Our blueprint (Appendix 1) includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps	Actions
1. Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2. Reminder	A reminder of our three simple rules: Ready, Respectful, Safe delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.

3. Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
4. Last Chance	<p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention:</p> <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Wateringbury, we... (refer to the 3 school rules – ready, respectful and safe)</li> <li>• Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 2 (or up to 5) minutes after class/during break.</li> <li>• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening...</li> </ul> <p>then give the child some 'take up' time.</p>
5. Calming Time	<p>Time out might be a short time away from the classroom with another class/TA/nurture room/calm space</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.</p>
6. Repair	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting</p> <p>Restorative Practice:</p> <p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• <b>What happened?</b></li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• <b>Who has been affected?</b></li> <li>• <b>How have they been affected?</b></li> <li>• <b>What should we do to put things right?</b></li> <li>• <b>How can we do things differently in the future?</b></li> </ul> <p>(Key questions in bold)</p>
Consequences	<p>Impositions:</p> <p>Up to 5 minutes of time missing break for in-class behaviour</p> <p>Up to 5 minutes of time standing with duty staff for in-playground behaviour</p> <p>Additional/missed work to be completed at break time or that evening, countersigned by parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.</p>
Follow-Up	<p>If a child has three incidents in a week requiring reflection/repair (Step 6), the class teacher must inform parents. The teacher can contact parents sooner.</p> <p>If the behaviour continues for another week face-to-face meeting between the teacher and parents/carers will be arranged. The Year Group Lead or member of SLT may be invited if deemed appropriate.</p> <p>Children who regularly receive more than 3 reflections in a week will be put on a behaviour tracker which is monitored by parents and classteacher (in the first instance) and, if still no improvement, SLT. Parents will be informed about this and the outcomes shared weekly.</p>

## Serious Incidents

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults.

## Recording

All members of staff are trained to use MyConcern (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance. All other behaviour incidents are recorded on the whole class behaviour tracker so that incidents and patterns can be analysed and inform policy and practice.

## Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

## 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. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Support Plans' that detail additional support, strategies and expectations.

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 by experienced, trained staff only. The school will record all incidents of extreme behaviour on MyConcern.

Exclusions or suspensions will occur following extreme incidents at the discretion of SLT. A suspension 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 an internal exclusion 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.

## **Physical Attacks on Adults**

At Watringbury CE Primary School, 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 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 as outlined in [Appendix Seven](#).

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on MyConcern. 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. Exclusion will only happen once we have explored several options and have created a plan around a child.

## **Children with Social, Emotional and Mental Health Needs**

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register and provided with individual plans to support them.

In these cases, the SENCo will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Time to Talk, as advised by the SENCo, outside agencies, and according to advice from the educational psychology service or Specialist Teaching Learning Support where appropriate.

## **Suspension and Exclusion.**

Exclusion (including suspension) 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. 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.
- The impact on staff, children and learning is too high.

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 processes.

School has created a Suspension and Exclusion Policy which is based on DfE guidance <https://www.gov.uk/government/publications/school-exclusion>

## **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 and routines need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

## **Related Policies**

### **Bullying**

Wateringbury CE Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

### **Searching, Screening and Confiscation**

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: Advice for Schools. July 2022 DfE). Appendix 8

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

### **Power to Use Reasonable Force**

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force (Appendix 7).

## **Monitoring & Evaluation**

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governing Body. 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.

All concerned parties will be kept informed of any review and action that will need to be taken.



# The Wateringbury Way

This is how we do it here...

At Wateringbury CE Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do.

## VISIBLE ADULT CONSISTENCIES

1. Meet and greet
2. First attention to best conduct
3. Calm and caring

## RULES

- Ready  
Respectful  
Safe

## ABOVE AND BEYOND

1. Values
2. Attitudes
3. Effort

## RELENTLESS ROUTINES

Wonderful Walking

Awesome Appearance

Heroic Hands Up

Terrific Transitions

## Behaviour Management Steps

1. **Redirection** (non-verbal cues)
2. **Reminder** (3 rules privately)
3. **Caution** (Outlining behaviour and consequences)
4. **Last Chance** (30 second intervention)
5. **Calming Time** (Cool off elsewhere)
6. **Repair** (Restorative conversation)

## Microscript

### 30-Second Intervention

- I have noticed that you are\_\_\_(having trouble getting started, wandering around etc.) right now.
- At Wateringbury, we... (refer to the 3 school rules – ready, respectful and safe)
- Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- See me for 2 (or up to 5) minutes after class/during break.
- Do you remember yesterday/last week when you... (refer to previous positive behaviour)?
- That is who I need to see today...
- Thank you for listening...

...then give the child some 'take up' time.

## Restorative Conversation

5 questions is usually enough from the following:

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

## Consequences

Impositions:

Up to 5 minutes of time missing break for in-class behaviour

Up to 5 minutes of time standing with duty staff for in-playground behaviour

Additional/missed work to be completed at break time or that evening, countersigned by parent and returned first thing.

# STEPPED BOUNDARIES

Gentle approach: Use child's name, get down to the child's level, eye contact, deliver message

<p><b>1. REDIRECTION</b></p>	<p>Catch their eye. Non-verbal reminders. waiting' 'I can see this table is ready.'</p>
<p><b>2. REMINDER</b></p>	<p>Remind child of school rules. I noticed you chose to ..... (noticed behaviour) This is a reminder that we need to (be kind / part of a community) You now have the chance to make a better choice Think carefully about your next step. Thank you for listening</p> <p><i>Example</i> "I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening." "You're running. That's not safe. Please walk. Thank you."</p>
<p><b>3. CAUTION</b></p>	<p>I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc .....) (Learner's name), do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully about your next step. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.</p> <p><i>Example</i> "I have noticed you are not ready to do your work. You are ignoring the school rule of being ready. You have now chosen to catch up with your work at playtime. 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."  "You're not ready / not doing your work. That's not what we do here. You are choosing to do this at another time, like playtime. Do you remember how you got it done and finished yesterday? That is what I need to see today. Thank you."</p>

<p><b>4. LAST CHANCE</b></p>	<p>I noticed you chose to ..... (noticed behaviour)          You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)          Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ go to your calming place etc)          I will speak to you in two minutes</p> <p><i>Example</i>          "I have noticed you chose to use rude words. You are breaking the school rule of being respectful to our community. You have now chosen to go and sit on the bench. I will come and speak to you in two minutes. Thank you for listening."          "You've used rude words. You aren't being kind and respectful. You've chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you."</p> <p>*DO NOT describe child's behaviour to <u>other</u> adult in front of the child*</p>
<p><b>5. TIME OUT</b></p>	<p>Time out might be a short time away from the classroom with another class/TA/nurture room/calm space.</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in. Equally some children may benefit from working a bit longer in a different place to help them focus.</p> <p>Some children may need longer to de-escalate. Use your professional judgement as to the level of supervision the child needs. You need to ensure they (and others) are safe but also give them space to calm. Some children will need to know you are there (even if they don't verbalise that).</p>
<p><b>6. REPAIR</b></p>	<p>This conversation should be carried out by the adult who dealt with the original behaviour. It may be that a colleague covers the class (if needed) so you can have time with the pupil.</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking/feeling at the time?</li> <li>• What have you thought/felt since?</li> <li>• How did this make other people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>These questions can also be used with children who have fallen out. The conversation needs to be led by the adult.</p>
<p><b>CONSEQUENCES &amp; FOLLOW UP</b></p>	<p>Up to 5 minutes of time missing break for in-class behaviour          Up to 5 minutes of time standing with duty staff for in-playground behaviour          Additional/missed work to be completed at break time or that evening, countersigned by parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.</p> <p>If a child has three incidents in a week requiring reflection/repair (Step 6), the class teacher must inform parents. The teacher can contact parents sooner.</p> <p>If the behaviour continues for another week face-to-face meeting between the teacher and parents/carers will be arranged. The Year Group Lead or member of SLT may be invited if deemed appropriate.</p> <p>Children who regularly receive more than 3 reflections in a week will be put on a behaviour tracker which is monitored by parents and <del>class</del>teacher (in the first instance) and, if still no improvement, SLT. Parents will be informed about this and the outcomes shared weekly.</p>

## APPENDIX TWO

### Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
<p>To be able to learn to the best of their ability. To be treated with consideration and respect. To be listened to by the adults in the school. To know what is expected of them. To feel safe. To be treated fairly.</p>	<p>To treat others with consideration and respect. To do their best and let others learn. To follow instructions from teachers and other staff. To support and encourage each other. To take responsibility for their own actions. To care for and take pride in the environment of the school. To sort out difficulties appropriately, seeking adult help if needed.</p>
Staff Rights	Staff Responsibilities
<p>To be treated with respect by pupils, parents and colleagues. To be able to teach without unnecessary interruption. To work in a supportive and understanding environment. To feel safe.</p>	<p>To create a safe and stimulating environment in which all children can learn. To treat pupils with consistency and respect at all times. To foster good relationships, leading by example. To involve parents when children are consistently finding it difficult to meet expectations of behaviour. To work as a team, supporting and encouraging each other.</p>
Parents' Rights	Parents' Responsibilities
<p>To be sure their children are treated fairly and with respect. To know their children are safe. To be able to raise concerns with staff and be told when their child is experiencing difficulties.</p>	<p>Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. Ensure children attend regularly and on time. Be aware of the strategies of the school and reinforce these at home. Promote good behaviour, politeness, courtesy and consideration for others. Inform the school of any concerns that may affect the behaviour of their child.</p>

## APPENDIX THREE

### A Model of Positivity – Tweaking 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

## 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.*

*(from 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)*

## APPENDIX FOUR

### Intervention Scripts – 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.

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

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.

#### 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."*

### First Steps in Restorative Practice

#### Saying sorry?

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology.

We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others the reflection is clouded and takes longer to come into focus. The problem is that we seek assurance from the student that they are taking responsibility and an apology seems to satisfy immediately. Perhaps a truly restorative process does not finish at the meeting or conference.

With the spectre of the apology lurking the conversation is tainted, trust reserved. In conversations where mutual trust can develop the shadow of control is cast.

Don't demand an apology. Show them your humility and give them yours. Ask for nothing in return.

#### Reparation meeting

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

**A good Reparation meeting is often structured in 5 steps:**

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

## APPENDIX SIX

### Managing Extreme Behaviours – Principles for Support Plans

To further support children who are exhibiting more extreme behaviours, we use the following principles to support the creation of individual plans:

#### The Relationship Principle

The extent to which a child sees an adult as a 'secure base' will influence the trust they give, the connection they seek and the compliance they show (particularly 3-8yrs).

#### The 'Stress Principle'

Children's state of 'stress' constantly fluctuates - as stress rises, children will use (helpful or unhelpful) behaviours that aim to make them feel safe.

#### The Positive Reinforcement Principle

When a child experiences a positive consequence for a behaviour they are more likely to repeat it (particularly 3-8yrs).

#### The Attention Principle

Children repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

#### The Consequence Principle

A consistent consequence will begin to reduce or weaken a behaviour.

#### The Learning Principle

If discipline is focused on learning from mistakes, children experience your hope for them. If discipline is focused on punishment, the action will 'shame or fame' a child, undermining the other principles.

#### Children 'misbehave for a wide variety of reasons' Principle!

When dealing with an episode of extreme behaviour adults should consider:

- the safety of the child;
- the safety of others.

Only when a person/people are unsafe will we act to restrain or remove people.

## APPENDIX SEVEN

### Physical Intervention & Use of Reasonable Force Policy

#### 1. DEFINITIONS

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control.

#### 2. THE LEGAL POSITION

##### Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases, it may not be possible. Schools do not require parental consent to use force on a pupil.

#### 3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- remove disruptive pupils if they have refused to follow an instruction to leave
- prevent a pupil:
  - who disrupts a school event, trip or visit
  - leaving the classroom where this would risk their safety or disrupt others
  - from attacking someone
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

## APPENDIX EIGHT

### Screening and Searching Pupils – Confiscation of Items

#### Key Points Searching

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

#### Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

#### Who can search?

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

#### Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

#### When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

### **Screening**

It is not the policy of the school to routinely screen pupils without identified cause.

Further advice for staff can be found at this link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## **APPENDIX**

### **The Power to Discipline Beyond the School Gate**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

In all of circumstances, the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's Safeguarding Policy.