

Denby Free CoE VA Primary School

Behaviour and Relationships Policy

Statement of intent.

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Denby Free CoE VA Primary School to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Denby Free CoE VA Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour and relationships policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all

Denby Free CoE VA Primary School Vision

At Denby Free CoE VA Primary School, we have high expectations for all pupils; we expect children to be ready by demonstrating our Denby Free Flourish and Shine Values. This is recognised through weekly Flourish and Shine Certificates in our celebration collective worship, positive reinforcement strategies, recognition boards in classrooms and on the main corridor, the 'above and beyond' recognition book in the Head teacher's office and Flourish and Shine Ambassadors.

We want all of the Denby Free CoE VA Primary School family to live out daily our vison - ***"Let your light shine" Matthew ch 5 v16*** by following the core school rules:

Ready
Respect
Safe

In addition, we wish to give recognition to pupils who go 'Over & Above'.
'Over and above' behaviours include exceeding our school values, impacting the wider Denby community and showing Denby Free initiative through Courageous Advocacy.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

The Five Pillars
Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

Expectations of Adults

We expect every adult to:

1. Meet and greet every child every morning.
2. Refer to 'Ready, Respect, Kind'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg, Recognition boards)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Our School Leaders

The Senior Teacher is 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.

The Senior Teacher will:

- Meet and greet learners at the beginning of the day (on and around the main corridor)
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of 'relentless routines', Positive Messages and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Make sure that the 'restorative conversations' are completed

The Headteacher

The Headteacher is also 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.

The Headteacher will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded on CPOMs) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a 'high five', 'thumbs up' or similar to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show Denby Free CoE VA Primary School Values and go over and above. Ways that children will be recognised for doing so:

A Positive Note Home/postcard home from a member of staff / Head Teacher

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are <u>one team</u> focused on <u>one learning behaviour</u> and moving in <u>one direction.</u>'

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher tells jokes, special celebration dance or song.

Messages home

Class teacher or any member of staff can message parents to share child's success. This can be a personal message or one of the scripted messages.

Denby Free CoE VA Primary School Flourish and Shine certificates

Awarded at Collective Worship on Fridays – one child is selected each week by the class teacher. The children selected are given a certificate to keep that shows the Flourish and Shine attributes that they have shown to keep and then they can take home the class cup for a week.

Achievement Awards

Children with an achievement outside of school can share it at the weekly Collective Worship through the class teacher.

Team Tokens

These are given to any child across school who is displaying one of our three school rules: Ready, Respect, Safe. These tokens are either coloured in the same colour as their team, or are silver of gold (each worth extra amounts).

Flourish and Shine Ambassadors

Children chosen by class teachers who show Flourish and Shine attributes at all times and are recognised for being able to help and support their peers. They are recognised by their lanyards and have their photo on the Flourish and Shine Ambassador board. A new group of children will be 'voted in' each half term but children can be voted in for more than one term.

Policy Blueprint & Classroom Plan

Behaviour Policy Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

Classroom Plan (See Appendix 2)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every adult in school to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Scripted Response (See Appendix 3)

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in a calm tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Personalised Relationship Plans / Daily Cards

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents. These can take the form of a highly individualised plan, or in the form of a Denby Free Daily Card.

General Procedures

Lining up

- Pupils move immediately to their designated lining up spots, when the second bell is rung.
- If pupils are on the field, they will line up in the required space on the field if asked to.
- A whistle may be blown to signal need for quiet in the lines.
- At the end of lunchtime, staff to meet the classes at their spot promptly and ensure lines are quiet before entering the school.
- Legendary Lines

Moving around the school:

- All children should enter and leave all rooms in an orderly fashion.
- Adults will supervise cloakrooms.
- Everyone should walk at all times and keep to the left.
- Courtesy should be shown at all times.
- All teachers should greet children from all year groups, with positive choice praise or if needed reminders given where appropriate.
- 'Wonderful Walking' should be demonstrated by pupils and staff when walking around the building!

In the Classroom:

- Teachers should discuss the school rules and how this applies to their classroom contract. The school rules are:

  Keep yourself and others safe

  Respect everyone and everything

  Be your best self!

  All children will therefore:

- Be Ready
- Be Respectful
- Be Safe

Routines should be in place for:

- Positive entering and leaving the classroom.
- Getting out and clearing away materials.
- Accessing the cloakroom.
- Getting changed for P.E.
- Getting the attention of the class.
- Wet play

During lunchtimes:

- Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play.
- Build relationships with children by getting to know children's names.
- If a child "tells," listen to them.
- Do not threaten disciplinary action straightaway.
- Hear both/all sides before taking action.
- Ensure that all children have a chance to speak and put their point of view.
- Decide on the course of action, using the 'right choices' behaviour system and language

In the Hall:

- Children line up and enter and leave quietly, accompanied by an adult.
- 'Collective Worship order' (year groups) lines are good practice and ensure that children who are likely to chat are not sitting together.
- During Collective Worship, children should sit in silence unless asked to participate.
- If all teachers are not present, they should return before the end of the Collective Worship.

On educational visits:

- Children should wear school uniform in so far as it is appropriate.
- Lining up should be in register order.
- Routines used in the classroom should be used when on trips or visits.

Play Leader / Playworkers - The role of a Play Leader / Playworkers are:

- To help include children who are on their own
- To help children who have hurt themselves
- To be friendly and caring to everyone
- To be approachable
- To encourage children from different year groups to mix
- To introduce and encourage playground games
- To support staff who are on duty
- To ensure children are following the playground rules

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative practice

If a pupil makes a negative choice about their behaviour they will have some reflection time where they will be supported to think about their actions, how this affected others, and how they can make better choices next time. Children will always be shown the school rules and what expected / god behaviour looks like and this will allow them to make the right choice. If the behaviour of a child deteriorates then a teacher will use steps outlined in Appendix 2. During restorative conversations children will have the opportunity to give their version of the incident and will be listened to by the adult. (*Article 12 Rights of the child)*

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix At

Denby Free CoE VA Primary School, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive and strong relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions <u>{See Appendix 4)</u>

These restorative questions will be used to support restorative meetings and/or conversations. All questions need to be used and included and followed in order so every restorative conversation has a familiar structure and all elements of the conversation are always included.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

Paul Dix

At Denby Free CoE VA Primary School, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Relationship Plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'-** a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement-** We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing Behaviour Engagement with learning is always our primary aim at Denby Free CoE VA Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Sanctions' for dealing with poor conduct. SLT are always there to support if needed. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Working with Parents and carers

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that all parents show respect and support for the school's behaviour policy and the authority of the school staff. We encourage parents to:

- Build school life into a natural routine
- ensure that children are at school on time, appropriately dressed, rested, and equipped
- encourage children to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, parents must provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

Equal Opportunities

All activities relating to Behaviour Management will be delivered through the curriculum to all children irrespective of gender, race or ability. Instruction and support will be given at appropriate levels.

School rules that apply at all times to all members of our school community. (Whilst considering individuals starting points where necessary.)

Children will:

- Always be on time.
- Keep their appearance smart and tidy, and wear school uniform or dress code at all times and to and from school.
- Know and understand that rude, derogatory, racist or defamatory language will not be tolerated.
- Be polite and respectful at all times. This applies to staff, other children, any visitors to the school, and to members of the general public.
- Take care of the environment, both on the school site and outside, and keep it tidy. Children will not litter and do not vandalise property in any way.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.

Bullying

Denby Free CoE VA Primary School will ensure that all children feel safe at school, and accepted into our school community. Our ethos is one of inclusion, equality, equity and upholding the Rights of the child; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. *(Article 19)*

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and children. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to children what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying (including cyberbullying) does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the head teacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.

Bullying can include:
Emotional: Being unfriendly, excluding, tormenting
Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial: Racial taunts, graffiti, gestures
Sexual: Explicit sexual remarks, display of sexual material, sexual gestures unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct/indirect: sarcasm, spreading rumours, teasing, verbal/name-calling
Cyber-bullying: Bullying that takes place online, such as through social networking sites, messaging apps or gaming site.

Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline children. Denby Free CoE VA Primary School operates using the following disciplinary measures:

- Homework Support for non- completion
- Formal Reparation Meetings
- Supervised Attendance (internal exclusions)
- Fixed Term Exclusions/Permanent Exclusions
- One Page Behaviour Profile
- Target Cards
-

Sanctions are adapted relating to the seriousness and frequency of the behaviour. Any disciplinary sanction will have the 'best interests' of the child and will support behaviour learning. (Article 37- Rights of the Child)

Attendance

Regular attendance at school is required by law, and Denby Free CoE VA Primary School takes attendance very seriously. There is a register taken in the morning before lessons *and at the* start of the afternoon lessons, and disciplinary action will be taken against any children who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's **Attendance Policy**. (Article 28 – Rights of the Child)

Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the head teacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively.

Use of force to restrain children

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school has a room that can be used for 'Time Out', where children can go if they need time to calm down or if their behaviour is causing disruption to the learning of the other children. KCSIE 2022 has further advice and support. In **some** circumstances, staff may use reasonable force to restrain a pupil (positive touch) to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of positive touch must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

Denby Free CoE VA Primary School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SEND / Pastoral Team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create an Individual Support Plan/One Page Behaviour Profile and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information that will support a positive transition will also be shared with new settings for those pupils transferring to other schools.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our (safeguarding policy/statement of procedures for dealing with allegations of abuse against staff) for more information on responding to allegations of abuse. The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education. In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:
• Incidents where the safety of the pupil, other pupils or staff is seriously compromised
• Incidents of deliberate use of weapons in school
• Incidents of sexual violence
• Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person. Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusions

It is extremely rare for us to permanently exclude a child at Denby Free CoE VA Primary School. In the event that the school is not able to meet the needs of an individual pupil, we will *always aim* to work with the child and young person's family and the LA to identify a suitable alternative placement for a managed move.

Multi agency support

In the rare instances that children reach a level of fixed-term exclusion it is likely they could be categorised as SEMH (Children with social, emotional and behavioural difficulties) and have a level of high need. At this point or before, it would be appropriate to have a multi-professional meeting, including the parents to discuss a Behaviour Plan or One Page Profile. At this meeting, plans will be made to minimise possible permanent exclusion. Children with SEMH may have issues at home or a medical condition. These children can find it difficult to be praised, struggle to link consequences with actions, feel 'cornered' and react in an extreme way. Friendships and relationships are crucial for these children and they will be supported by our Protected Behaviours Practitioners and / or through ELSA on a 1:1 basis.

Some of the options for supporting a child with SEMH include:

- Temporary part-time timetables
- Access to support Family Support
- Support from a Teaching Assistant
- Adapting the curriculum
- Individually adapted rewards
- Providing responsibilities

Dealing with children with SEMH is always a balance between the needs of inclusion of the individual and the entitlement and welfare of others. It is crucial that we maintain a climate of support and understanding for the child, their family and the members of staff involved with them.

Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- School Attendance Policy
- SEND policy
- Equality Policy
- Anti-Bullying policy

Appendix 1 – Behaviour Policy Blueprint

Our Behaviour Blueprint

Adult Behaviour

- Calm, consistent and fair
- Model positive behaviours and build relationships
- Give first attention to best conduct
- High expectations
- Recognise "Over & Above Behaviour"
- Relentlessly bothered
- Create an engaging environment for all

Over & Above Behaviour

- Praise
- Message Home
- Recognition Board/ Display
- Flourish and Shine Cups
- Termly "Over & Above" assembly
- Flourish and Shine Ambassadors
- Team Points and rolling rewards
- Praise from SLT / another adult (send with class card)

The Denby Way

- Be Ready
- Be Respectful
- Be Safe

- *Keep yourself and others safe*
- *Respect everyone and everything*
- *Be your best self!*

Characteristics of Learning

Wisdom and Humility, Courage and creativity, Patience and Perseverance, Hope and Aspiration, Service and Respect, Truthfulness and Responsibility.

Relentless Routines

Daily meet and greet, Legendary Lines, Wonderful Walking, Smart presentation, Equipment at the ready

Stepped Sanctions- In private

1. **Reminder of Rule**-repeat as necessary (this could be a class reminder or RIP / PIP)
2. **Caution**-"Think carefully about your next step."
3. **Last Chance**-use microscript, and a 2 minute inconvenience at next break/lunch
4. **Time Out**-in class / around classroom area - 5 mins if possible
5. **Restorative conversation**-5 minutes with key adult i.e. (alongside adult who witnessed behaviour)

Further Behaviour incidents

Repeated disruptive or disrespectful behaviours.
Straight to Step 4 & 5 above, with an additional restorative conversation with Headteacher / another teacher, and a phone call or conversation with parents. This may also lead to a longer periods in a paired class with additional sanctions. (For instances of child on child abuse see policy.)

Uncompleted Learning

Only to be used when stepped sanctions have not been successful. Work sent home for completion with a message to parents. Parents to acknowledge this.

Microscripts

I've noticed that...
You know the school rules, be ready, be respectful, be safe.
Can you remember when you ...(*time they did this really well*)...and how that made you feel? I expect you to...Thank you for listening.

30-Second Script when RIP
'I noticed you are ...'. (wandering around the classroom chatting)
You are not showing our school value... (respect).
You have chosen to...
Because of this you need to... (refer to an action to support behaviour e.g. move to another table, complete your learning at ...)
'Do you remember when you...' (refer to previous positive behaviour)
That is what I need to see today. Thank you (for listening).

Restorative Questions

1. What has happened?
2. What were you thinking / feeling at the time?
3. What have you thought since?
4. Who has been affected by the actions?
5. How have they been affected?
6. What needs to be done to make things right?
7. How can we do things differently in the future?

Appendix 2- Classroom Plan

Our Rules	Visible Consistencies	Above & Beyond Recognition
1. Be your best self. (Ready.) 2. Respect everyone and everything. 3. Be Keep yourself and others safe.	1. Daily meet and greet 2.Model positive behaviours and build relationships 3. Plan lessons that engage, challenge and meet the needs of all pupils 4. Consistent use of mechanisms for positive recognition 5. Refer to Ready, Respect, Safe 6. Be calm and give 'take up time' when going through the steps 7. Follow up every time 8. Never ignore or walk past learners not following the rules	1. Recognition boards 2. Home contact by teacher 3. Certificates 4. Messages on See Saw 5. Team Tokens – Gold and Silver 6. Postcards home 7. Team Token rewards 8. Stickers 9. Newsletter 10. Flourish and Shine Ambassadors

Focus: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Legendary lines Wonderful walking Smart presentation Equipment ready	Consistent language - link behavior conversations to values

Stepped Boundaries

Gentle approach, use child's name, child level, eye contact, deliver message		
Step 1	**Application**	**Useful language**
Reminder	• **No set number of reminders.** • Links back to the 3 school rules or the routine which isn't being followed. • Make a point of congratulating a pupil who is completing the action/ request correctly first and putting the focus on this correct behaviour. • Delivered as privately as possible (don't make the poor behaviour the focus). **Distraction can work well for refusal behaviours at this point.**	I noticed you chose to …… (noticed behaviour) This is a reminder that you need to be (honest, kind, respectful) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're not focusing on your work. You are not making the right choice of being respectful. Please concentrate and get your work done. Thank you for listening.'

Step 2	Application	Useful language
First warning	Given, as privately as possible. Again, draw attention to another child following the rule first and thank them (but don't make comparisons). Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive). Remind child of the rule or routine which is not being followed. Walk away so as not to get into a back and forth negotiation.	I noticed you chose to (Noticed behavior) This is the second time I have spoken to you. If you continue to make the wrong choice you will have a final warning (learner's name). 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 / I'm glad we had this conversation Example - 'I have noticed you are not focusing on your learning. You are not making the right choice of being respectful so you now have a first warning. 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.'

Step 3	Application	Useful language
Final warning	• Uses the 30 second scripted intervention (see language). • Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back). • Finish by reminding the child of when they did succeed in following this rule – try to be specific. • Walk away so as not to get into a back and forth negotiation.	**<u>30 second scripted intervention:</u>** 1. **"(Name of child), I notice that you are… (Specify unwanted behaviour)."** 2. **"It was the rule about being (Honest/ Kind/ Respectful/Safe) that you broke."** 3. **"If it continues then you have chosen to go to … (another space in school) and talk to me at breaktime."** 4. **"Do you remember last week when you (highlight example of the child succeeding in following the rule)?** 5. **"That is who I need to see now (name)."** 6. **"I know you can succeed."** 7. **"We will talk about this at the end of the session."** **Then walk away to give 'take up time' and to avoid getting into a negotiation or shifting of blame.**

Step 4	Application	Useful language
Reflection Time	• **Sent to another space for a specified time (X Minutes) – with work.** • If a child is deregulated it might be a walk with another adult to an agreed space for some 'time out' and de-escalation. If it is playtime or PE then X minutes out of the way of the situation that is contributing to the • 5+ minute discussion at the next break about what happened and how it can be avoided in future.	I noticed you chose to …… (noticed behaviour) You need to: Go to sit with …….. for 10 minutes or go to the SLT office (depending on behaviour displayed). Playground: You need to: 1. Stand by other staff member to stay safe 2. Sit… 3. Go to the SLT office (depending on behavior displayed) I will come and speak to you at the end of the session. Example - 'I have noticed you are still not focusing on your learning. You are not making the right choice of being respectful. You have now chosen to be sent to our paired class. I will come and speak to you at the end of the session. Thank you for listening.' *DO NOT describe child's behaviour to other adult in front of the child*

Step 5	Application	Useful language
Follow up, repair and restore	• **<u>Most important part of the process:</u>** • Can either be an informal chat at breaktime walking in the playground (walk and talk) or in the classroom; or a more formal restorative meeting with a senior staff member present.	**Repair – Restorative questions:** 1. What has happened? 2. What were you thinking / feeling at the time? 3. What have you thought since? 4. Who has been affected by the actions? 5. How have they been affected? 6. What needs to be done to make things right? 7. How can we do things differently in the future?

Appendix 3: A model of positivity – Further support for 'Effective 30 Second Interventions'

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

How to land a difficult message, softly:

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

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:
Calmly and gently repeat the line you have been interrupted in.
This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or…
Use an appropriate refocusing line to bring the conversation back to the script.
This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

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

Get out line

If the conversation is becoming unproductive, what line will you leave on?
Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*

Appendix 4: Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
• 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.	• 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.
Staff Rights	**Staff Responsibilities**
• 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.	• 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.
Parents' Rights	**Parents' Responsibilities**
• 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.	• 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.

Appendix 5: 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.
- Send positive notes and messages. 2 or 3 a day.
- Show learners their ideas and experiences have real value.
- 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.

Appendix 6 message home text:

Example 1:
XXX has shown an excellent display of our school rules during XXX today. Throughout the activity, XXX exhibited exemplary behaviour:
· They listened attentively to instructions and followed them carefully.
· They worked together respectfully, sharing resources and supporting one another.
· They moved around the space safely, being mindful of their own and others' safety.
· They showed great curiosity and engagement, asking thoughtful questions and sharing their discoveries enthusiastically.
I was incredibly proud to see XXX living out our school's vision of *"Let your light shine" Matthew ch 5 v16.* Their conduct was a true testament to the hard work we have all put into embedding our high expectations for behaviour for learning!

Example 2:
I am delighted to share that I have seen XXX displaying so many "above and beyond" learning behaviours, which are higher already high expectations. These behaviours have included:
· Showing genuine enthusiasm and curiosity for their learning, asking insightful questions and seeking out additional information
· Persevering with challenging tasks, even when they find them difficult, and not giving up
· Supporting and encouraging their peers, celebrating each other's successes
· Taking initiative to extend their learning, such as completing optional extension activities or researching topics in more depth
· Demonstrating a positive attitude, even when facing setbacks, and being willing to learn from their mistakes
These "above and beyond" behaviours are a testament to the hard work and dedication of XXX, and we are incredibly proud of them. Not only do these behaviours contribute to their academic progress, but they also help to develop the essential skills and attributes that will serve them well in the future.

Appendix 7. uncompleted work slip.

As you know, at Denby Free CoE, we strive to provide our pupils with a high-quality education that prepares them for their future success. This includes ensuring that they complete their work to the best of their abilities. We have noticed that, on this occasion, XXX has not completed their work during the school day and are bringing it home to complete.

While we understand that extenuating circumstances may sometimes arise, it is essential that our pupils develop the necessary skills and habits to complete their work within the allocated time. Unfinished work can have a detrimental impact on their learning and progress, as well as creating additional stress for both the child and the family.

Please can you complete the work as soon as you are able and return it to school as soon as possible.

We understand that this may be a sensitive topic, and we want to assure you that our primary goal is to support your child's learning and development. We value your partnership and look forward to working with you to ensure your child's success.

Kindest regards,

XXX