

**Ready
Respectful
Responsible**



AVONDALE PREPARATORY SCHOOL

Positive Behaviour Management Policy

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1. Introduction

At Avondale, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected. We are a caring community, whose values are built on mutual trust and respect for all. 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.

The School Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and therefore acts as an extension to the Child Protection Policy.

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 Avondale. It is a working document designed to enhance the development of positive relationships between children, parents and staff. It is the result of consultation with pupils, parents and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

2. Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

Adult behaviours create children's responses and behaviours.



3. 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
- 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 extended provision such as 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.

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



4. Behaviour for Learning: The Avondale Way



Be **Ready**, Be **Respectful** and Be **Responsible**

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 where possible.

"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 Responsible', generated through discussions with staff, pupils and parents and 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

At Avondale, adults apply the following principles in all interactions with pupils:

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

5. 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.

We aim to implement consistent procedures for managing behaviour. All staff will follow the 'stepped sanctions' and 'consequences' below when managing behaviour that does not follow our school rules. This consistency will ensure staff, children and parents are clear on the steps and consequences for inappropriate behaviours.

6. Our behaviour pathway

1. Reminder (relating to our 3 school rules and outlining behaviour and offer support)
2. Last chance (30 seconds intervention)
3. Consequence- Time out
4. Follow up (restorative conversation)

7. Shared scripts and expectations

Good behaviour is recognised sincerely through class Recognition Boards (*Going for Gold*) 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.



30 Second Intervention Microscript (Pre-Prep)



Reminder of Behaviour Expectations

- ♥ I have noticed that you are not being Ready/Responsible/ Respectful by
- ♥ This is affecting your friends because...
- ♥ I know you can
- ♥ And I would love for you to show me you making better choices.

Last Chance

- ♥ I have noticed that you are still not being Ready/Responsible/ Respectful by ...
- ♥ If you continue to ... you will be...
- ♥ This is your final warning.

Consequence

- ♥ I am very disappointed that you have chosen to not follow our school rules by continuing to...
- ♥ Please move yourself to yellow and you will miss 5 minutes of your playtime.

Restorative Conversation (Pre-Prep)

1. Can you tell me what happened?
2. Why did you behave in that way?
3. How did this affect your friends?
4. What should you have done?
5. What are you going to do now?

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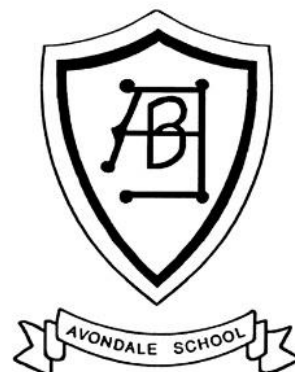


Outlines behaviours referring to the school rules. Has a clear consequence and reminds the child of their positive behaviour that you want to see.

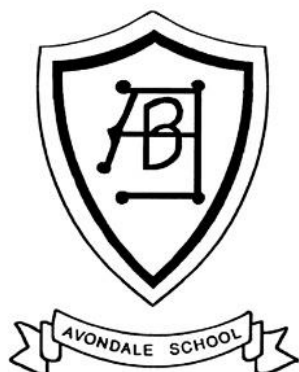
Following a script allows an adult to deliver the message, remind the child of positive behaviour, leaving everyone's dignity intact.

Delivered calmly to the child, focusing on the behaviour not the child.

Aims to leave the child in a reflective mood and gives the chance to 'put right' the inappropriate behaviour.



If a child's behaviour continues after the adult delivers the 'microscript' at step 3, 'Last chance' then the adult will use the following consequence will be immediate and proportionate to the behaviour.



A restorative 'follow up conversation' will take place with the child if a 'consequence' has been needed. This is a calm conversation where the the child can reconsider their actions and replay their thought process. With a hope to identify the impact their behaviour has had on others and how they can 'put things right'. Ultimately we want to end the conversation positively.

Consequences

Miss part of playtime or equivalent- must be immediate and proportionate



Time out in a different class. (Teacher to inform parents)



Sent to Headmaster (Assistant Head if not available) (HT/AH to phone parents)



Unsafe and inappropriate behaviour- suspension/informal suspension

Following behaviours:

Violence- physical contact made with the **intention** to harm
Dangerous use of objects/equipment/furniture with intent
Extreme defiance/rudeness
Spitting
Biting
Persistent swearing

Follow up conversation needed after all of above

***Teachers will use their professional judgement if behaviours escalate, are persistent or are unsafe and can bypass stepped sanctions if needed.**

Restorative Conversation (Prep)

1. What happened?
2. Why did it happen?
3. Who has been affected?
4. How did that make them feel?
5. What needs to happen now?
6. What and who can help you?
7. What could you do differently next time?

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Note- At Avondale, we understand that all children are unique and may need behaviour plans that address their individual needs in addition to the Avondale 'blueprint'.

8. 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.

9. Above and Beyond Recognition

Children will be recognised for their good behaviour.

- Children’s names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. A child’s name will not be removed from the board once it is on.
- Certificates and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.

10. 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.
- When adults in school require the full attention of a class or group of children, they will use key phrases such as ‘eyes on me’. Pupils are taught to stop what they are doing, turn to face the adult and Be Ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.

11. Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It 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.

12. 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.

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

Restorative Conversation (EYFS)

1. Can you tell me what happened?
2. Why did you do that?
3. How do you think that made them feel?
4. How does that make you feel?
5. What should you have done?
6. What can we/you do now?



Restorative Conversation (Pre-Prep)

1. Can you tell me what happened?
2. Why did you behave in that way?
3. How did this affect your friends?
4. What should you have done?
5. What are you going to do now?



Restorative Conversation (Prep)

1. What happened?
2. Why did it happen?
3. Who has been affected?
4. How did that make them feel?
5. What needs to happen now?
6. What and who can help you?
7. What could you do differently next time?



***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow-up will take place.**

Our Rules	Visible Adult Consistencies	Above & Beyond Recognition	Relentless Routines
Be Ready Be Respectful Be responsible	Daily meet & greet Calm, consistent and fair First attention to best conduct -catching children 'doing to right thing'	Class recognition boards Star Writer Good news parent emails and calls. Headteacher/ SLT praise	Awesome appearance Eyes on me Cinema seats

13. Measures to Prevent Bullying

In accordance with our commitment to fostering a safe and inclusive learning environment, our primary school's behaviour policy implements robust measures to prevent bullying in all its forms. To tackle the pervasive issue of cyberbullying, we emphasise online computer safety in our Computing and PSHCE curriculum. We allocate a large proportion of time each term throughout the classes to online education and promote responsible online behaviour among students. This includes educating them on the ethical use of technology and fostering empathy towards others in virtual spaces. Moreover, we are actively working towards monitoring digital platforms and employing filtering software to swiftly identify and address instances of cyberbullying.

Furthermore, our policy strongly condemns prejudice-based and discriminatory bullying. We promote a culture of respect and understanding through various initiatives, including diversity assemblies, multicultural celebrations, and inclusive curriculum content. Our staff are trained to recognise and address instances of prejudice and discrimination promptly, fostering an environment where every student feels valued and accepted regardless of their background. By consistently reinforcing these measures, we aim to create a school community where all students feel safe, supported, and empowered to thrive.

14. 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. 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 to ensure a pupils safety. The school will record all incidents of extreme behaviour on Impero Backdrop.

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

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

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

15. Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

16. Exclusions

It is the responsibility of the Headteacher to ensure that the School policy is administered fairly and consistently. As stated above, the Headteacher reserves the right to remove a child from the School if the behaviour is such that it interferes acutely with the needs of the other children within the class or has a detrimental psychological impact on another individual.

17. Recording incidents of misbehaviour

The school records incidents of misbehaviour on Impero Backdrop, our online reporting tool, which documents patterns of behaviour over time. Records of a child's behaviour are also kept in their personal file should incidents be of a serious nature.

The Class Teacher records minor classroom incidents when there is concern over the frequency of incidents. This helps to build up a picture of the frequency and type of incident. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

We also keep a record of any incidents that occur at break or lunchtimes should this be required. Staff on duty give written details of any incident to the Class teacher who will then upload this on to our online system.

18. Role of the Class Teacher

The Class Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The Class Teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents. All incidents of misbehaviour are logged on our online concern system, Impero Backdrop. The Class Teacher reports to parents about the progress of each child in their class, in line with the whole-School policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

If required, the Class Teacher will liaise with external agencies (for example, a social worker) to support and guide the progress of each child.

19. Role of the Senior Leadership Team (SLT)

It is the responsibility of the SLT to implement the School Behaviour Policy consistently throughout the school, and to review the effectiveness of the policy. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the school (see Health, Safety and Welfare Policy).

The SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

As a last resort the SLT reserves the right to remove a child from the school if the behaviour is such that it interferes acutely with the needs of the other children within a class or has a detrimental psychological impact on another individual.

The school reserves the right to screen and search children for whatever reason. This will usually be administered by the headteacher or a member of the SLT and will always be carried out with a further member of staff present.

The headteacher ensures behaviour is acceptable ‘outside the school gate’ from both staff and pupils, who are expected to comply with the school’s code of conduct.

20. Role of the Parents or Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at School.

We explain our expectations in the school behaviour policy, and we expect parents to read these and support them.

We expect parents to support their child’s learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

If the School has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal Complaints Procedure can be implemented (see Complaints Procedure).

21. Behaviour with specific reference to the EYFS

Within the EYFS we also use a key worker system enabling staff to build a strong and positive relationship with children and their families. Teachers and key workers have a good understanding of the EYFS Behaviour Management Pathway (see appendix F) and how to implement it ensuring consistency across all EYFS classes. All key workers work closely with parents, the EYFS Leader and SENCO to ensure good communication links are established and developed allowing concerns to be voiced confidently. The EYFS Positive Behaviour Management guide (see appendix G) and EYFS Behaviour Management Pathway have been agreed and clearly understood by all staff within the EYFS setting.

22. Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend School free from fear.

If a child bullies another child or children;

- we intervene to stop the child harming the other child or children;
 - we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;
 - we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
 - when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

23. Physical restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our School do not hit, push or slap children. Staff only intervene physically to restrain a child to prevent danger of hurting him/herself, physical injury or distress to children or adults and/or serious damage to property. The actions that we take are in line with government guidelines on the restraint of children. Please also refer to the Manual Handling Policy.

Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and are recorded on our online recording system. A parent is informed on the same day.

For children in our Tots area, where manual handling (in differing capacities) is required as part of the role, a member of staff will have attended appropriate courses and information is shared back with the rest of the team. Again, occasions where restraint is required are noted and kept on file.

24. Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. 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.

25. Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year. 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.

Revised September 2024- G Barrington-Tolan



Signed as read:

Signature: _____ Name: _____ Date: _____

Appendix A

Rights and responsibilities

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.

Avondale Behaviour

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Above and Beyond

We will recognise, appreciate and celebrate those who go 'above and beyond'.

- Above and beyond board in every class.

Visible Adult Consistencies

Offer a helping hand
Model and reinforce rules
Be kind and understanding

Relentless Routines

Greet all children each morning with a positive smile / hello.

Everyone to move around the school safely.

Example script and Restorative Conversation script:

30 Second Intervention Microscript (Pre-Prep)

Reminder of Behaviour Expectations

- 👤 I have noticed that you are not being Ready/Responsible/ Respectful by
- 👤 This is affecting your friends because...
- 👤 I know you can
- 👤 And I would love for you to show me you making better choices.

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Last Chance

- 👤 I have noticed that you are still not being Ready/Responsible/ Respectful by ...
- 👤 If you continue to ... you will be...
- 👤 This is your final warning.

Consequence

- 👤 I am very disappointed that you have chosen to not follow our school rules by continuing to...
- 👤 Please move yourself to yellow and you will miss 5 minutes of your playtime.

Restorative Conversation (Pre-Prep)

1. Can you tell me what happened?
2. Why did you behave in that way?
3. How did this affect your friends?
4. What should you have done?
5. What are you going to do now?

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Consequences

Miss part of playtime or equivalent- must be immediate and proportionate



Time out in a different class. (Teacher to inform parents)



Sent to Headteacher (Inclusion Lead if not available)
(HT/AH to phone parents)



Unsafe and inappropriate behaviour- suspension/informal suspension

Following behaviours:

Violence- physical contact made with the intention to harm

Dangerous use of objects/equipment/furniture with intent

Extreme defiance/rudeness

Spitting

Biting

Persistent swearing

Follow up conversation needed after all of above

*Teachers will use their professional judgement if behaviours escalate, are persistent or are unsafe and can bypass stepped sanctions if needed.

Assertive Sentences

You need to...

(speak to me outside the room)

I need to see

you... (following the agreed routines)

I expect...

(to see your table tidy in one minute)

I know you will...

(help Jen wash the paint trays)

Thank you for...

(letting go of her hair)

I have heard what you said, now you must...

(collect your things and move to the thinking spot)

We will...(have a better day tomorrow)

THINKING TIME PHRASES

"I am going to come and speak to later about what will happen next."

"I am going to walk away to give you / both of us time to calm down."

"I don't think I have enough information to make a decision right now."

CONFLICT AVOIDANCE

I understand ... (that you are angry/upset).

I need you to ... (come with me so we can resolve this properly).

Maybe you are right ... (maybe I need to speak to them too).

I hear you ... (but I still need you to join the group).

Appendix C

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 D

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.
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.'	'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.'

Appendix E

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?

EYFS Behaviour Management Pathway

Class Teacher

Refer to EYFS Positive Behaviour Management guide/strategies and the child's individual behaviour plan (if they have one in place). If all behaviour management techniques have been used within class, use professional judgement to decide when behaviour needs further addressing.



EYFS Leader

Discuss behaviour with EYFS Leader. EYFS Leader to discuss behaviour with child and seek a solution. If the issue needs further addressing, discuss parental involvement with teacher. Teacher to discuss with parents at the end of the school day. If the incident has involved another child, parents will be contacted at the end of the school day.



Co-Head teachers

Mrs Georgina Barrington-Tolan

Mrs Celina Rae

If the behaviour needs immediate addressing with the parents, the class teacher/Key worker or EYFS Leader will take the child to the Head teacher and parents will be informed immediately. If the incident has involved another child, their parents will also be contacted. Ways forward will be discussed with the child's teacher or key worker, parents and Head teacher.

Appendix G

EYFS Positive Behaviour Management Guide and Strategies

We aim to:

Develop clear expectations within each class;

- Class teachers and Key workers will work with the children to establish clear positive class rules and expectations that the children are able to follow. The class rules should be displayed in an age appropriate way within the classroom. They should be displayed at child height and include pictures promoting the positive behaviour outlined.

Develop reward/positive behaviour systems;

- Each class to develop a whole class positive reward system – individual sticker charts, gems/marbles
- Each class to consistently follow the whole school ‘Going for Gold’ approach. This promotes positive behaviour and enables children to move from Green to Silver and then to Gold. This is also to be used as a sanction for unacceptable behaviour. A child within EYFS should be given a warning before being moved down onto Yellow and then another warning before being moved to Red. When a child is moved to Red, the class teacher or Key worker needs to adopt the EYFS Behaviour Management Pathway.

Structure the environment to promote positive behaviour;

- Create an environment which promotes positive behaviour – small cosy spaces to promote interaction and quiet discussion. Avoid having large open spaces within the classroom which can encourage negative behaviour.
- Use calming neutral tones within the classroom to encourage a calmer mood.
- Develop Emotion zones – encourage children to take time out to think about their feelings. This can often help children think about what has happened before reacting to a negative situation

Prompt children positively and promote active listening;

- Gentle reminders to a child of what they need to stop doing or prepare for can help the child adjust to a change. This may be a sensory or verbal input.
- Listen to a child and acknowledge their feelings, and verbalise the emotions they are experiencing. Help them to develop an awareness of their own emotions, remind them that it is ok to feel that way, help to develop coping mechanisms, and show them that they are listened to.

Reframe language positively;

- Use and encourage positive language within the setting. Focus on describing the outcome you would like to see and avoid focusing on the behaviour you would like to stop. Reframe phrases so that they are expressed positively and describe actual behaviour that you can see.

Develop an effective use of the ‘Calm Time’;

- Promote the children’s use of the Emotion Zone to think about their feelings and discuss negative feelings before reacting to them.