

# Relationships and Behaviour Policy

2024 - 2025



<b>Governor Committee</b> <b>Responsible:</b>	GSG	<b>Staff Lead</b>	Mr. G. Mills
<b>Status</b>	Statutory	<b>Review Cycle</b>	Annual
<b>Last Review</b>	September 2024	<b>Next Review Date</b>	September 2025

Designation	Name	Date	Signature
Chair of Governors	Mr. R Ellis		
Head Teacher	Mr. G. Mills		

**ALL STAFF – all are responsible for responding to and managing children’s behaviour.**

### **Policy Statement**

Swindon Village Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Every member of our school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Relationships and Behaviour Policy guides staff to teach exemplary behaviour through our systems of recognition and encourages such behaviour through effective classroom management techniques and consistent routines. It reflects our three school rules, which are at the heart of our school culture, as well as the children’s rights to feel safe and to learn. Our practice is based upon:

- Calm and consistent adult behaviour
- First attention for best conduct
- Clear routines in and out of the classroom
- Scripts to support difficult interventions.
- Repair-follow-up conversation where behaviour has fallen short of expectations.
- Consequences for behaviours not following the rules are discussed depending on age, stage of development, individual needs, if it is a repeated behaviour, and the nature/context of the behaviour.

This policy also seeks to support children and staff when facing challenging or distressed behaviour.

### **2. Aims of the Policy**

- To create a culture where exemplary behaviour is an expectation for all: for learning, for community, for life.
- To build a community which values being kind, being safe and being the best
- To ensure that all children are treated fairly and shown respect.
- To ensure a consistent and calm approach to managing behaviour and the language we use.
- To ensure that agreed boundaries of acceptable behaviour are clearly understood by all children, staff and parents/guardians
- To ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- To help children take control over their behaviour and be responsible for the consequences of it
- To have the flexibility, to make adaptations to our policy to meet the individual needs of all children.
- To ensure that children and staff are effectively supported if behaviour does not meet our high expectations.

### **3. Purpose of the Policy**

To provide clear, practical procedures for staff and children that:

- Recognise exemplary behaviour (Appendix 1).
- Positively reinforce exemplary behaviour (Appendix 1).
- Ensures all children are safeguarded using this policy with reference to the Child Protection and Safeguarding Policy.
- Ensure consistency between all teaching staff in the way behaviour is taught and managed across the school.
- Teach appropriate behaviour through positive interventions.
- Ensure behaviour is managed and taught across the school in a consistent way that reflects our ethos.
- Promote kindness to one and another, safety for all, and striving to be the best.

### **4. Achieving Consistency**

Consistency lies in the behaviour of all adults in our school community and can be observed in the language we use, the routines we establish and our responses to behaviour, that both meets and does not meet our high expectations. As a staff we have shared our high expectations in terms of children's behaviour and our response to it. This consistency is built on mutual respect. Where children feel treated as valued individuals, they are more likely to respect adults and accept their authority.

#### **4.1 Our consistency in practice**

Consistency in high expectations and responses from all members of the school community when managing behaviour – both teaching and non-teaching staff.

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. (Appendix 1)

Consistent, simple rules/agreements/expectations referencing and promoting appropriate behaviour.

Consistently reinforced routines for behaviour in school - in the classroom, moving around school and in the playground. (Appendix 2)

Consistent environment: We display consistent visual messages of our rules and attitudes to learning.

Consistent language; consistent response: Referring to the school rules and attitudes to learning. Simple and clear expectations reflected in all conversations about behaviour. Use of 'scripts' to ensure positive interventions.

Consistent follow up: Ensuring 'certainty' at the classroom, playground and leadership level. Seldom passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent consequences: Decided and proportionate at classroom level as well as established systems for more serious behaviours. (Appendix 8)

Consistent respect from the adults – avoiding both shouting and sarcasm.

Consistent models of emotional control: Emotional restraint that is modelled and not just taught. Remaining calm and neutral when behaviour is challenging.

Consistent strategies for and knowledge of how to handle behaviour which is putting the safety of others at risk.

## **5. Roles and Responsibilities**

All staff in school are responsible for the consistent reinforcement of the Relationships and Behaviour Policy.

All staff are responsible for the safeguarding of children in line with the use of this policy.

Senior leaders and Governors are responsible for supporting staff to implement the policy.

Parents/guardians are responsible for supporting the school's Relationships and Behaviour Policy by reinforcing key messages at home, engaging with staff and facilitating individual support plans when necessary.

### **5.1 All teaching/classroom staff (Teachers and Teaching Assistant):**

Meet and greet at the door. (Appendix 2)

Establish clear classroom routines that are constantly modelled, demonstrated and rehearsed. (Appendix 2). **Positive recognition is the key.**

When discussing all behaviour concerns, refer to 'Being Kind, Being Safe, Being the Best'.

Plan lessons that engage, challenge and meet the needs of all children.

Use the positive points and own classroom positive reward strategies to positively notice desirable behaviour and attitudes throughout each lesson and the school day. (Appendix 1)

Model positive behaviours and build relationships.

Follow an agreed series of steps (interactions with the child) when behaviour falls short of expectations (Handy 5).

Aim to prevent escalation before sanctions are used.

Give 'Time to Talk (3Ts)' when going through the steps.

Follow up every time, retain ownership and engage in reflective dialogue with children.

Never ignore or walk past children who are behaving badly (*unless specific child behaviour plans states this*).

Flag up to the Behaviour Lead (phase leads) any children who they are concerned about (regarding behaviour) so that their progress can be monitored.

## 5.2 Phase Leads (AC/LW/MA/DR)

**Phase Leads** will support, rather than 'deal with', incidents of poor behaviour. Leaders will stand alongside colleagues to support, guide, model and show a unified consistency to the children.

**Phase Leads** (including the Relationships and Behaviour Lead and Pastoral Lead) will:

- Meet and greet children at the beginning of the day.
- Be a visible presence in and around school to encourage appropriate conduct.
- Support staff, when necessary, in returning children to learning by sitting in on **repair conversation**.
- Support staff (both teachers and/or Teaching Assistants) by making time to discuss issues around the needs of individual children or behaviour management strategies.
- Ensure strategies are in place to give staff time to follow up and have **repair conversations** with children – for example covering the class if there is no TA (Teaching Assistant).
- Ensure the use of **positive points/own classroom positive reward strategies** in classrooms.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support staff (both teachers and/or Teaching Assistants) to write individual behaviour support plans for children with particularly high need. (Appendix 9)

## 5.3 Senior Behaviour and Pastoral Leads (GM/TP/SO/LB)

Senior leaders will support, rather than 'deal with', incidents of poor behaviour. Leaders will stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Meet and greet children at the beginning of the day.
- Be a visible presence around the site and during break and lunchtimes
- Respond to Class Charts entries pertaining to behaviour and will follow up with members of staff/Behaviour Lead/Pastoral Lead concerned, to offer support if needed.
- Support staff (both teachers and/or Teaching Assistants) by making time to discuss issues around the needs of individual children or behaviour management strategies.
- Ensure that immediate support is given to class teachers who use the **'Help Card'** – a laminated red card which all staff have in their lanyard. This will be used to notify help to nearest adult or Senior Behaviour/Pastoral Leads. (see section 7.3).
- Notice and share good practice. (Informal feedback to staff, in staff meetings and staff training).
- Support Phase Leaders/Class Teachers in managing children with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess the effectiveness of the Relationships and Behaviour Policy and practice.
- Regularly review provision for children with Behaviour Support Plans.
- Make the final decision when poor behaviour warrants an external suspension, complete the necessary paperwork and lead the Follow Up meeting (section 7, step 8) when a child returns to school.

### **Lunchtime playworkers will:**

When dealing with behaviour concerns, refer to 'Being Kind, Be Safe, Being the Best'

Use the canteen Recognition Board (house coloured tally charts) to positively notice desirable behaviour and attitudes during the lunchtime period.

Establish clear lunchtime routines that are constantly modelled, demonstrated and rehearsed (Appendix 2).

Model positive behaviours and build relationships.

Encourage the use of the playground equipment and playtime activities to help engage the children in positive play.

Follow an agreed series of steps (interactions with the child) when behaviour falls short of expectations (see section 7).

Aim to prevent escalation.

Take responsibility for dealing with low-level misbehaviour but inform teachers if a pattern is emerging.

Ensure that the SLT/Pastoral Lead on duty is informed about serious incidents or consistently poor behaviour and record incidents on Class Charts as necessary. **TAs/MDS should log their concerns in the class concerns book and let the class teacher know (post-it/email – not just a verbal conversation). The Class Teacher will then log during a non-teaching part of the day under Behaviour or Safeguarding**

Seek advice if unsure how to proceed.

## **6. Recognition**

The use of recognition and praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those children who are hardest to reach, and underpins our entire approach to behaviour at Swindon Village (Appendix 1). Recognition is how we teach and reinforce the behaviour that we wish to see.

The teaching staff notice children who demonstrate good behaviour and adherence to our three school rules.

This takes the form of behaviour **positive points/own classroom positive reward strategies** in all classrooms. Success at class level can be rewarded in short as the class teacher sees fit e.g. 'nuggets' of time spent doing something that is enjoyed by the children.

Staff reinforce rules/attitudes by stating explicitly why behaviour is being recognised. For example: 'Thank you for showing being kind' (letting others pass through the door).

When recognising positive behaviour, staff use the opportunity to point out the positive impact on others. For example: 'Thank you for walking in the corridor' – part of Being Safe,' or 'Thank you for being the best' (being ready to learn, this helps all children be ready).

Staff understand that **a quiet word of personal praise** can be as effective as more public recognition.

At lunch time, the lunchtime playworkers have a recognition system where they can reinforce and recognise good behaviour.

### 6.1 School level recognition

Recognition assembly each Friday to give certificates for children seen to be following the school rules and demonstrating attitudes to learning.

Monday assemblies to maintain an understanding of the school values

House Recognition based on amount of Class Chart House Points

### 6.2 Classroom level

Teachers may email home, phone home, send a note home to celebrate success, and use the school postcard to be mailed home. Teachers have the discretion to implement their own classroom positive behaviour strategies as well as using Class Charts.

## 7. Managing Behaviour

The Teachers' Standards (Standard 7) makes clear the expectation for all teachers to manage behaviour effectively (Appendix 10).

This section outlines the steps an adult should take to deal with unwanted behaviours in the classroom. It includes micro-scripts to ensure consistency in language and predictability for children, 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, but there is no need to insist on this as it can be flight risk; delivering the required message; and then leaving the conversation to allow the child to reflect and respond positively - 'Time to Talk – 3Ts.'** 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 (Appendix 6). All staff in the classroom are responsible for managing behaviour and responding consistently.

### 7.1 Practical steps and principles in managing and modifying unwanted behaviour

- Children are held responsible for their behaviour.
- All staff praise the behaviour we want to see.
- Staff will deal with poor behaviour without delegating.
- Teachers and Teaching Assistants will use the 15-minute pre-school briefing time to discuss the management of children who are struggling with behaviour to ensure consistency, shared expectations and what the plan for the first part of the day is.
- Engagement with learning is always the primary aim. **For most children**, a gentle reminder or prompt in the right direction is all that is needed.
- Although there are occasions when a child might need some time away from the classroom – it must be noted every minute a child is out of a lesson is one they are not learning. Our aim should be for a quick return to learning wherever possible (see SEND behaviour for dealing with SEND children).
- All staff should follow a series of steps to manage unwanted behaviour (Appendix 3).

- Steps should always be moved through with care and consideration, taking children's individual needs into account where necessary.
- All children must be given 'Time to Talk – 3Ts' in between steps. Do not leap or accelerate steps for repeated low-level disruption in the classroom.
- Serious behavioural incidents which may cause harm to others will necessitate a jump straight to Handy 5 - Stage 4.
- Individual children may have a Behaviour Support Plan and individual Risk Assessment put in place (see Appendix 9).
- Behaviour Support Plans and any behaviour concerns will be discussed/written with staff, and where appropriate parents.

## 7.2 The Handy 5 Stages

1) Reminder (this reminder should be used as many times as needed before moving to stage 2):

- Gentle encouragement, a prompt in the right direction, small act of kindness.
- A small non-verbal cue to get on with work set or sit down.
- Direct the child to the behaviour you would like to see, "XXXX Facing this way thank you," "Settle down to your work quietly thank you,"
- Walk away and give 'Time to Talk - 3Ts'.
- A reminder of the expectations around the rules 'Be Kind, Be Safe, Be the Best' and direct the child to the behaviour that you want to see.
- Repeat reminders if necessary.
- De-escalate and de-accelerate where reasonable and possible and take the initiative to keep things at this stage.
- The child has the choice to 'do the right thing'.
- Walk away and give 'Time to Talk 3Ts'.

2) Caution:

- A clear verbal caution delivered privately (talking quietly to them) wherever possible, making the child aware of their behaviour and clearly outlining the impact of that.
- The child is given the choice to do the right thing.
- The consequences of not making a good choice will be made clear.
  - Time to Talk = Missing some of own time, break/lunch
- Children will be reminded of their previous good conduct to prove that they can make good choices.
- Staff should use the 30 second script as a guide. (See Appendix 4)
- Walk away and give 'Time to Talk - 3Ts'.

3) Last Chance:

- The child is asked to speak to the teacher away from others (see script in Appendix 5).
- The aim here is to get the child back to learning as quickly as possible.
- Boundaries are reset, conversation are kept to repairing the poor behaviour (Appendix 6).



- The child is asked to reflect on their next step. Again, they are reminded of their previous (good) conduct/attitude/learning.
- The child is given a final opportunity to re-engage with the learning / follow instructions.
- The child may need some 'time-out' time away from the classroom.
- Staff will always deliver sanctions calmly and with care.

#### 4) Time Out:

- If the child's behaviour continues then 'Time-Out' will need to be used.
- The child may need to go and spend time in the parallel classroom to allow the class to continue to learn. The child should be removed in a calm and positive manner. 'I just need you to go next door we can talk later...' this should be done in private where-ever possible (not shouting at the child) as this could accelerate unwanted aggressive behaviour.
- All Stage 4 must be recorded on Class Charts. TAs/MDS should log their concerns in the class concerns book and let the class teacher know (post-it/email – not just a verbal conversation). The Class Teacher will then log during a non-teaching part of the day under Behaviour or Safeguarding
- The colleague in the other classroom will not address the reason that the child is with them – this will be done by the teacher who asks the child to move and is essential for maintaining respect and the relationship with the child.
- If the child refuses to do this a member of the SLT, behavioural leads or pastoral team can be called to give support (Help Card).

#### 5) Repair: (See Appendix 7)

- Repair meetings at Swindon Village are a core part of repairing damage to trust between staff and children or between children and other children.
- Time will be made to do this (**hopefully for a few minutes during break or lunchtime or assembly times**). As a last resort, repair meetings may be conducted during lessons.
- Repair meetings are not an appropriate response to every behaviour, but when trust has been broken, a lack of respect shown, or when behaviour threatens to damage relationships, repair conversations are essential.
- The repair meeting is an opportunity to discuss and teach how negative behaviour impacts others.
- Staff involved will take responsibility for leading repair meetings - phase leaders will support if requested by, for example, being present or covering the class
- A repair conversation is an opportunity to encourage children to reflect on their actions and behaviour and consider how they impact on the wellbeing and learning of others.
- The repair conversation is an opportunity to apply consequences or sanctions that are proportionate (Appendix 8 for list of possible consequences).

#### 7.3 Formal meeting:

7.3.1: This is for serious behavioural incidents, which include hurting others intentionally, bullying, racism or a continued period in which negative behaviour is impacting learning for either the child themselves or others in the class.

- A meeting with the teacher and/or a member of the SLT and the child's parent/guardian will take place and be recorded on Class Charts with agreed targets that will be monitored as necessary. This may take the form of an incentive chart or a full Behaviour Support Plan.

- Children may have their behaviour monitored by teachers to show progress towards agreed targets. At Swindon Village we make sure that this is done discreetly. We do not advertise poor behaviour to other children.
- Teachers will communicate regularly with parents/guardians.
- Every effort will be made to encourage and support a change in the child's behaviour.

### **7.3.2 Follow up meeting:**

- A second meeting will be called with a member of the SLT and the child's parents/guardians if the child is not responding to the Behaviour Support Plan. The potential consequence of fixed term external suspension will be made clear to parents/guardians and this meeting will constitute a final warning.
- If the child still refuses to engage with the Behaviour Support Plan, then the process may move to the final stage – fixed term suspension.

### **7.3.3 A fixed term suspension:**

See also the Suspension and Permanent Exclusion Guidance

A serious breach is an incident or incidents that may lead to a fixed term suspension. A serious breach could be:

- The child intentionally causes physical harm to another child or member of staff.
- The child causes emotional harm to another child.
- The child intentionally causes damage to school property.

A fixed term suspension is the decision of senior leaders, who will complete the necessary paperwork and processes. It is regarded as a last resort when a child does not respond to support given in school to support behaviour and other children are at risk of harm or for incidents which are deemed extremely serious.

## **8 Serious behavioural incidents**

### **8.1 Managing serious behavioural incidents**

- If a child becomes dysregulated and is potentially likely to cause harm to themselves or others, then measures will need to be taken to ensure the safety of all.
- The 'Help Card' should be sent to the SLT member who is 'on call' (likely to be a SLT who is not teaching) if additional support is needed.
- It is good practice to move the rest of the children out of a class leaving the dysregulated child with an adult until they become calm.
- If a child is in danger of hurting themselves or others then any member of staff can use reasonable positive handling to safely move the child to a safe place.
- If behaviour which causes harm persists, then a Behaviour Support Plan will be written in conjunction with the class teacher and senior leaders and be shared with parents/guardians.
- A Risk Assessment will be included in this plan to mitigate against the risk of causing harm to themselves or others. Advisory Teachers may be involved to offer additional support.
- The purpose of the Behaviour Support Plan is to offer support to both the class teacher and the child. It should include strategies that will help manage behaviour and to improve it.

## 8.2 Follow up to serious incidents

- All incidents where a child intentionally hurts another child or member of staff; or is believed to be bullying other children or being racist/discriminatory should be recorded on Class Charts.
- Class teachers will ensure a dialogue with parents/guardians, preferably in person or by phone but via email if this is not possible.
- If the behaviour persists then it may be necessary to move to Step 9.

## 8.3 Modifications to the steps for Lunchtime Playworkers.

- See Appendix 3b for these steps.

## 9. SEND

### 9.1 Recognising the impact of SEND on behaviour

We recognise that children's behaviour may be impacted by a Special Educational Need or Disability (SEND)

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND impacted on an incident of misbehaviour, will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled child being caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring (Appendix 9).
- Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

### 9.2 Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account

- In the 'moment' was the child unable to understand the rule or instruction?
- Was the child unable to act differently at the time as a result of their SEND?
- Is the child likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes' the school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **9.3 Considering whether a child displaying challenging behaviour may have unidentified SEND**

- The school's Inclusion lead may evaluate a child 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 child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/guardians to create the plan and review it on a regular basis.

### **9.4 Children with an Education, Health and Care Plan (EHCP)**

- The provisions set out in the EHCP must be secured and the school will co-operate with the Local Authority and other bodies.
- If the school has a concern about the behaviour of a child with an EHCP, it will make contact with the Local Authority to discuss the matter. If appropriate, the school may request an emergency review of the plan.

## **10. Legislation – NEED TO LINK TO WEBSITE**

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

- Behaviour in schools: advice for headteachers and school staff 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Suspension and Permanent Exclusion Policy

## **11. Recording and Monitoring Behaviour**

All behaviours that are a concern are recorded on Class Charts. We record children who cause harm and who are harmed. All incidents are recorded (as previously mentioned in this policy) and an action of what has been done in light of the behaviour. Class Charts is monitored on a regular basis and at regular safeguarding discussions. This ensures effective safeguarding of children and staff and is a means of identifying patterns in behaviour for individuals or groups of children. It enables the team to monitor if behaviour is improving or declining for individuals or groups of children. It allows us to identify changes in behaviour that could signal a safeguarding concern.

**In addition, this policy is based on:**

- Section 175 of the Education Act 2002 - link, which outlines a school's duty to safeguard and promote the welfare of its children

## **Appendix 1**

### **Positive Recognition**

- At Swindon Village Primary we aim to encourage exemplary behaviour by consistently recognising this in the classroom, on the playground and anywhere in school.
- All children are positively recognised through Class Chart Points and milestones.
- Positive conversations happen through face to face/phone calls/emails/slip or postcards home.
- Each Teacher has their own professional judgement to introduce their own positive behaviour recognitions e.g. Tokens/tickets/smiley faces...etc or any other method can be used to give recognition – once given, they should not be removed.
- 3 Bs may be used in the repair conversations.

## **Appendix 2**

### Routines

#### Classroom Routines

- Meet and Greet 8.45-8.50am.
- Clear routines for the start of the day – where children should organise their items, such as water bottles and reading books, and if needed a very short morning task.
- Clear routines surrounding the dismissal of children for break and lunch and also getting coats/bags...etc at the end of the day – individuals/tables (very rarely would the whole class be sent to the playgrounds/cloak rooms)

#### Movement Around School

- If children are moving around school on their own they should be moving around school wearing the class lanyard.
- Y6 monitors will monitor the corridors.

#### Playtime/Lunchtime Routines

- Staff should supervise children leaving classrooms and in the cloakrooms.
- All children should ask to re-enter the building for the toilet during breaktimes/lunchtime.
- Doors/toilets should be monitored by staff on a regular basis.
- Staff on duty should ensure someone is always on the playground promptly at the start of play and when there are adequate staff outside to supervise the children, staff can then get a drink/visit the toilet as needed.
- A whistle will be blow 1-2 mins before the end of break. This is a signal for children to pack away the equipment whistle.
- A bell/Whistle will signal the end of Break/Lunch time. Children should then filter into their classrooms [except Class 1 – 6 when on the field]

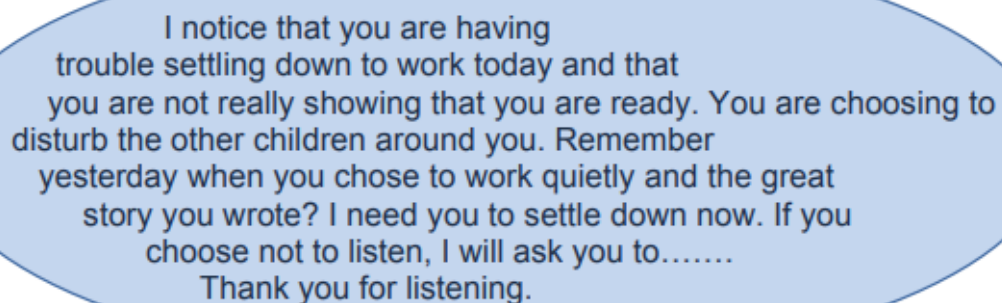
### Appendix 3

### Appendix 4

#### The 30 Second Script - Step 3 – The Caution

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the child what the consequence of their action is (e.g. disturbing others, impacting their learning etc).
- Refer to previous exemplary behaviour/learning as a model for the desired behaviour.
- Make clear the consequence if they choose not to comply (“I will ask you to move to another table,” “You may need to stay behind for two minutes to discuss this at breaktime”).
- Walk away from the child; allow them time to decide what to do next. If there are comments as you walk away, follow these up later (Time to Talk – 3Ts).

#### An example



I notice that you are having trouble settling down to work today and that you are not really showing that you are ready. You are choosing to disturb the other children around you. Remember yesterday when you chose to work quietly and the great story you wrote? I need you to settle down now. If you choose not to listen, I will ask you to.....  
Thank you for listening.

## Appendix 5

### The 2 Minute Script – Step 4 – Step Outside or A Private Chat

When the child has chosen not to listen to encouragement and reminders about behaviour it may be necessary to have quiet chat with them outside of the classroom. Ask them to step outside for a chat – do not send the child out in a confrontational way. The focus of this conversation is not to have a long conversation about what is at fault with their behaviour but to return the child to learning. It is critical not to become distracted by secondary behaviours or allow the child to steer the conversation (Appendix 6). Give the child some space and sit alongside them if possible. It is important that you remain calm and avoid listing all the occasions previously that day/week/term where behaviour has fallen short. The script should follow the following format:

1. Begin with empathy and curiosity and the opportunity for the child to speak. “Are you OK? I thought it would be best to talk away from everything. I was wondering what was up?”
2. Accept where we are: “I asked to speak to you because I noticed that you are struggling to keep to our rules”.
3. Signal where we’re going: “This is just a pause. I want to get you back in and learning.”
4. Reset expectations: “We have agreed that (Be Kind/ Be Safe/ Be the Best) is one of our rules. I need you to.....”
5. Offer help: “What do you need most right now to help you get back to learning?” or “What can I do right now to help?”
6. Agree a plan to go back to learning: “Ok.... we need to go back in now and continue learning. Would you like to go in first, or shall I? Do you need a few more moments to get ready? (NB Children should not be left unsupervised out of the room)

Some children will need a bit longer to breathe, shake it off, and walk back in. Sometimes you will need to return separately to allow the child to save face. These small concessions are important. At first, the child will check your emotional state as you resume teaching. How the child returns may affect their ability to stay. You don't want them walking back in and taking a round of applause, and neither do you want the collective “Oooooo” as they perform the walk of shame. Having a calm, planned, and low-volume chat attracts far less attention than the traditional hair-dryer chastisement that stops everyone working as they tune in to listen.

## Appendix 6

This is a technique that is used to bring child back to the conversation you want to have if they are attempting to take you 'off script' when discussing their behaviour. It shows the child that you understand their point of view but enables you stay in control. It involves blocking secondary arguments and focusing exclusively on what you want the child to do.

Examples are:

- "I hear you. And I hear that might be frustrating. And yet, what I need from you today..."
- "I understand what you're saying but right now I need you to..."
- "I hear what you're saying and yet I still need you to ...."
- "Maybe you're right but right now, what I need you to do is..."
- "Maybe that's true, (someone else was talking too) but right now we are talking about your behaviour,"
- Be that as it may.... what I need you to do is..."
- "Nevertheless, now what I need you to do is..."
- "Maybe you aren't (disturbing anyone else) ... But I need you two to work silently."



## **Appendix 7**

### **Repair Conversations**

Repair meetings at Swindon Village are a core part of repairing damage to trust between staff and children or between child and other children: The meetings will be necessary after behaviour has broken down in class and required time to be spent in another classroom. They will serve to reaffirm your commitment to building a trusting relationship. In addition, repair conversations may be needed to help mediate in incidents that have taken place at break or lunchtimes. The staff member involved will take responsibility for leading repair conversations; Middle Leaders will support if requested. Proportionate, agreed and fair consequences maybe put in place if necessary.

Our Repair conversations are structured in 6 steps:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected?
- How did this make people feel?
- What behaviours will we show next time?
- How can you put right the harm caused?

## **Appendix 8**

### **Consequences and Sanctions**

Sanctions must be reasonable in all the circumstances, and proportionate – you must consider any relevant special circumstances, including the child's age, any SEND (Special Educational Needs or disability) they have, and any religious requirements affecting them. Sanctions should be discussed as part of any repair conversations. The following list is not exhaustive:

- Stay behind for a time you feel appropriate to the poor behaviour. This is at playtime/lunchtime to discuss behaviour.
- Moving to sit in a different part of the classroom.
- Apologise to any hurt parties.
- Write a letter of apology.
- Tidy up the mess/some of the mess that may have created.
- Discuss their behaviour with their parent/guardian.
- Email parent or guardian to inform them of misbehaviour if there is not the opportunity for a face-to-face conversation or phone call.
- Miss some or part of their breaktime.
- Miss some or part of their lunchtime.
- Not being able to sit with their peers during lunchtime.
- Lose the opportunity to play football/or something they particular enjoy.
- Be asked to stay in for a limited part of the playground during break or lunch.
- Missing a game when representing the school in sports events.

### **Behaviour/Consequences Chart**

This behaviour/consequences chart is a reference framework. It is not definitive but will guide conversations when putting in place consequences. All staff have a duty to ensure their decision making is correct, this may mean talking to SLT before a consequence is decided. When dealing with internal suspension, external suspension or exclusion, these decisions will always be made by SLT and a member of staff raising the concern and witness to the behaviour. The final decision will be made by the Headteacher, in his absence, the Deputy Headteacher. However, every effort to contact the Headteacher must be made.

Decisions about consequences will always consider:

- The severity of the behaviour.
- The impact it has had on other children and/or staff.
- If this is repeated behaviour.
- If there is/ or has been more than one incident.
- If more than one person has been harmed.
- If someone has been harmed over a period of time.
- The age and developmental stage of the child.
- SEND.
- Vulnerabilities-this must be cross referenced with our vulnerable children's list.
- If the behaviour presents a safeguarding risk to other children.
- If the behaviour has stemmed from a situation beyond their control.

**\*This list is not definitive and does not refer to every behaviour we may see in a school setting. Staff have requested a list of examples to aid consistency. Staff must use professional judgement and knowledge of the child. Every child will be treated fairly but not necessary the same. There must be broad consistency, with the flexibility to respond to individual need. As a member of staff if unsure, seek guidance from SLT.**

Stage	Behaviours	Consequences
1	<ul style="list-style-type: none"> <li>*Trying to spoil a game</li> <li>*Boisterous behaviour</li> <li>*Not lining up (playground)</li> </ul> Low Level Disruption <ul style="list-style-type: none"> <li>*Uncooperative actions</li> <li>*Not getting on with task in hand</li> <li>*Using avoidance tactics</li> <li>*Disrupting others</li> </ul>	Time taken from children to complete work they have missed.  Warning: if this persists missed playtimes or lunchtimes either with teacher or SLT.  Work can be sent home if not completed.
2	<ul style="list-style-type: none"> <li>*Repeatedly disrupting others in work and play</li> <li>*Inappropriate discussions and statements</li> <li>*Inappropriate language/swearing</li> <li>*Poor choices</li> <li>*Teasing</li> <li>*Hurt someone (carelessness)</li> <li>*Lack of respect for people or property</li> <li>*Misusing play equipment</li> </ul>	Depending on individual: Loss of playtimes which include restorative conversations.  Conversation to inform parent.  Communication/home-school book in action.
3	<ul style="list-style-type: none"> <li>*Swearing/verbal abuse of another</li> <li>*Physical assault (kicked/hit/bit as part of incident)</li> <li>*Refusal to accept prior guidance</li> <li>*Continual disruption over a period of time</li> <li>*Vandalism</li> <li>*Trashing of classroom</li> <li>*Persistent refusal to work</li> <li>*Spitting</li> <li>*Stealing</li> </ul>	Depending on individual's age/stage and/or if this behaviour is repeated:  Parents/guardians invited into school with teacher or SLT. Internal suspension – time appropriate to the behaviour/age/stage/ repeat behaviour.  Possible Suspension – following conversation with SLT.
4	<ul style="list-style-type: none"> <li>*On-going of the above behaviours or extreme example of above behaviours</li> <li>*Physical assault (kicked/hit/bit without provocation)</li> <li>*Bullying</li> </ul>	Suspension – period of time to be discussed.  Or Exclusion.
5	<ul style="list-style-type: none"> <li>*Racism</li> <li>*Homophobia</li> <li>*Specific behaviours related to an ongoing issue</li> <li>*Physical assault – member of staff</li> <li>*Physical assault of peer (sits above depending on severity or number of times)</li> <li>*Sexual assault</li> <li>*Peer on peer abuse</li> </ul>	External Suspension – time to be discussed.  Discussion about managed move.  Or Permanent Exclusion

**\*\*Managed move is where the Headteacher explores other schools that may be appropriate for the child. A different setting can prevent permanent exclusion and can provide a fresh start for the child. Contracts are drawn up between both schools with full consent from parents/guardians**

## Appendix 9

### The Support Stage

The support stage will be implemented where there is a cause for concern e.g. behaviour or attitude concerns. The Relationships and Behaviour Lead or a member of the SLT will:

- Support the member of staff concerned.
- Help in the development of an appropriate Behaviour Support Plan with the child.
- Monitor, review and mentor using the Behaviour Support Plan.
- Discuss both the consequences for the child if not meeting the required target and the positive outcomes for everyone if conduct improves.
- Ensure the Behaviour Support Plan is shared with parents/guardians.
- Confirm all of these matters in writing, sharing with parents/guardians and recording on Class Charts.
- Arrange a follow up meeting if the child does not achieve the required change in conduct agreed within the Behaviour Support Plan.
- Inform parents/guardians if the Behaviour Support Plan has been effective, and the child's behaviour is better regulated.
- Individual risk assessments will be written in conjunction with the Inclusion Lead for children as necessary. These risk assessments are stored centrally and on the back on classroom cupboards.

#### The follow up meeting with parents/guardians.

- This meeting will take place with a member of the SLT and other members of staff as appropriate. Progress towards targets will be discussed and further measures put in place as necessary.
- Children must be given a second chance to achieve the targets agreed on the Behaviour Support Plan after the meeting.
- The possible consequence of fixed term external suspension will be made clear to parents/guardians should the child not respond to the Behaviour Support Plan after this meeting.
- This meeting will constitute a final warning.

## Appendix 10

### The Teachers' Standards

*Directly quoted from - Teachers' Standards Guidance for school leaders, school staff and governing bodies July 2011 (introduction updated June 2013, latest terminology update December 2021)*

The Teachers' Standards (Standard 7) makes clear the expectation for all teachers to:

Manage behaviour effectively to ensure a good and safe learning environment.

- Have clear rules and routines for behaviour in classrooms, taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to child's needs in order to involve and motivate them.
- Maintain good relationships with children, exercise appropriate authority, and act decisively when necessary.

## **Appendix 11**

### **Staff with Positive Handling training**

Only staff with the relevant training can handle a child, unless in exceptional circumstances where a child may cause injury to themselves or to others.