

# Thorney Island Community Primary School Behaviour Policy

At Thorney Island Community Primary we believe that there are 3 main expectations for all adults and children to follow that will allow us all to thrive.

Those are:

To be - **Ready, Respectful and Safe**

At our school, we encourage mutual respect, care and concern for others. We want our children to develop a clear view of right from wrong and to feel safe, secure and valued.

This Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Behaviour management is the responsibility of all staff and this policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We recognise that good behaviour is paramount in ensuring children achieve their best and that poor behaviour choices are often a response to other underlying issues or concerns a child has.

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour and explicitly teaching behaviour expectations and positive relationships, we promote good relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility.

## **Aims of the Policy**

- To create a culture of exceptionally good behaviour: Ready for Learning and Ready for Life.
- To ensure all children are treated fairly, shown respect and to promote good relationships.
- To promote self-respect and respect for others.
- To use "affective language" which encourages the learner to engage positively and understand the impact of their behaviour. (i.e. To explain how their behaviour impacts on the feelings of others.)
- To help children take control over their behaviour and be responsible for the consequences of it so that they develop self-regulation.
- To build a community which values kindness, care, good relationships and empathy for others.
- To ensure children understand that sanctions will be taken if our expectations are not met.
- To celebrate good behaviour.

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The 5 Core Principles regarding behaviour at Thorney Island are:

## **Consistent Calm Adult Behaviour**

Positive Praise

Consistent Routines

Scripting Difficult Conversations

Restorative Follow Up

## **The Behaviour Blueprint**

All staff follow the Behaviour Blueprint in order to manage behaviour consistently across the school (Appendix 1)

### **We expect adults to:**

1. **Meet and greet** each child at the start of the day
2. Refer to '**Ready, Respectful, Safe**'
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 (e.g. 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 making the wrong choice
9. **Praise** the behaviour they want to see in the classroom

### **Middle leaders will:**

- Meet and greet learners at the beginning of the day.
- 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 Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.

### **Senior leaders will:**

- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour information to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

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## **Pupils will:**

- Be ready
- Be respectful
- Be responsible/safe

## **Parents / Carers will:**

- Ensure children attend school regularly, encourage independence and self - discipline and show an interest in all that their child does in school.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

## **Recognition and Rewards for Effort**

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at Thorney Island we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is '**over and above**'. This may take the form of a positive note home, a phone call or a face to face chat.

Other rewards and recognition of achievement may include:

- Specific praise
- Formative feedback in children's books
- Showing good work to another member of staff
- Celebration of achievements (in and out of school) with class or in assembly
- Stickers and smiley faces
- Postcard home
- Phone call home
- Face to Face chat with parents - Ready Respectful Safe
- Whole Class rewards

## **Setting the Scene at the Start of the Year**

At the beginning of each academic year the Good Behaviour Code of **Ready Respectful Safe** is revisited and discussed (Appendix 2) along with expectations of online behaviour.

All children are aware of who to speak to if they have a problem in the playground or in the classroom.

**Zones of Regulation** are used to help develop children's ability to be in the best possible place for learning by learning to self-regulate; identifying their emotional states and finding

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strategies to manage their emotions independently, building resilience and self-awareness. As a school we have specific quiet calm spaces for children to use.

## Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary for a child to leave their classroom for a short period of time, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should consistently be praising the behaviour they want to see in every lesson.

Learners are held responsible for their behaviour. Staff, in the vast majority of situations, will deal with behaviour incidents, as they arise, without delegating. However serious incidents need to be reported to the class teacher especially if these happen at breaktimes. Staff will use the 'Steps in Behaviour' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 -3 for as long as possible. All learners must be given "take up time" in between steps. Each classroom will have the steps displayed alongside the recognition steps (Appendix 3)

It is not possible to leap or accelerate steps for repeated low-level disruption.

## Steps in Behaviour (also Appendix 3, 4 & 5)

| Steps          | Action   |
|----------------|--|
| 1. Redirection | Positive reinforcement of other children around them "X thank you for sitting so beautifully."<br>A visual cue to the child that you want them to make a good choice (this could include a 'look' or a visual clue to what you expect)<br>Gentle encouragement, a 'nudge' in the right direction.  |
| 2. Reminder    | A reminder of our three simple rules - <b>Ready, Respectful, Safe</b> delivered privately wherever possible.<br>The adult makes the child aware of their behaviour and the child has the choice to do the right thing. Give 'take-up time'.<br>If appropriate, make links to the Zones of Regulation.<br>Repeat reminders making reasonable adjustments if necessary.<br>De-escalate where reasonable and possible and take the initiative to keep things at this stage.<br>Praise will be given if the child is able to model good behaviour as a result of the reminder. |

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|                |   |
|----------------|---|
| 3. Warning     | <p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The learner has a choice to do the right thing.</p> <p>When possible learners will be reminded of their previous good conduct to prove that they can make good choices.</p> <p><b>"stop, think, .....make the right choice"</b></p> <p><b>"think carefully about your next step"</b></p>   |
| 4. Last Chance | <p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Use the 30 second micro-script intervention:</p> <ul style="list-style-type: none"> <li>• <b>I have noticed that you are...(having trouble getting started, wandering around etc.) right now. Refer to the zones here.</b></li> <li>• <b>At Thorney we...</b> (refer to the 3 school rules - ready, respectful and safe)</li> <li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• <b>Do you remember yesterday/last week when you... ?</b> (refer to previous positive behaviour)</li> <li>• <b>I expect you to .....that is who I need to see today...</b></li> <li>• <b>Thank you for listening...</b> (then give the child some 'take up' time.)</li> </ul> <p>If the warning is not heeded and the behaviour continues the learner will be informed that they will have to stay behind for 2 minutes after class to reflect or stay with the teacher at playtime for 2 minutes. This 2 minutes cannot be removed or reduced. Children will be expected to have a reflective dialogue. Move to Stage 5 Time Out.</p> <p>For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p> |
| 5. Time Out    | <p>Time out might be a short time in a different part of the classroom or playground. Time out may require time away from the classroom in another class/with a TA or in a calm space.</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. Reset the expectations and settle back in.</p>  |

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|  |  |
|--|--|
| <p>6. Repair and Restorative Conversation (Appendix 4 &amp; 6)</p>   | <p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting.<br/>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• <b>What has happened?</b></li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• <b>Who has been affected by the actions?</b></li> <li>• <b>How have they been affected?</b></li> <li>• <b>What should we do to put things right?</b></li> <li>• <b>How can we do things differently in the future?</b> (Being ready to learn? Being respectful? Acting in a safe way?)</li> </ul> <p><b>Key questions in bold</b></p>  |
| <p>Consequences</p>  | <p><b>'Pay it back time'/Imposition</b> given if needed (An imposition is the missed work that must be completed at breaktimes or that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher).</p> <p>Up to 5 minutes of time missing break for in-class behaviour<br/>Up to 5 minutes of standing at a designated area for in-playground behaviour</p>   |
| <p>Follow-up Communication with parent/ carer<br/>A formal meeting between class teacher parents/carers.</p> <p>Behaviour Plan</p> | <p>If a child has two incidents in a week that require 'time out' outside the classroom or two missed playtimes, the teacher must inform parents and the headteacher.</p> <p>If a child has three or more incidents in a week (or regular incidents) that require a time out outside the classroom, missed playtimes or a reflection meeting with SLT, a parents/carers meeting should be arranged. This must be recorded. Loss of privileges will also be considered should such behaviour incidents be a cause for concern e.g. school clubs and school responsibilities.</p> <p>The teacher may need to create a 'behaviour log' to build up a picture of why such behaviour is occurring. The class teacher will meet with parents and share the incident log along with strategies developed at home and in school. Parents will be invited in to be involved in ongoing dialogues.</p> |

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|            |  |
|------------|--|
|            | If the behaviours continue or escalate following this meeting, a behaviour plan will be put in place, in discussion with the SENCo, SLT, pupil and parents/carers. At this point, the social, emotional and mental health of the child would be supported through our school SEND offer. |
| Suspension | A serious breach may lead to a fixed term suspension.  |

## Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the member of staff involved.

## Serious Incidents

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

However, it is important to maintain that all adults can deal with these types of behaviour.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments must be reported to the headteacher.
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

## Restorative Practice

Following incidents of poor behaviour, it is imperative that the adult 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. Thorney Island Community Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (Thorney Island Community Primary Behaviour Blueprint). The questions used will depend on the age and individual needs of the pupil. For the youngest children, two questions should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact

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on others and also consequences for them. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. (Appendix 6 - Restorative Practice at Thorney Island Community Primary)

## **Ongoing Incidents/Vulnerable Children**

Some children may have specific difficulties with behaviour in the same way as children have learning difficulties in other areas of the curriculum. These are dealt with in line with our Special Educational Needs Policy. Once these have been identified, advice and support is sought from the SENCo and an individual plan of action devised. We have a responsibility to modify environments and adapt both expectations and the curriculum to support these children in experiencing success.

Preparation for life beyond primary school is an essential part of our role and it is important therefore that SEND is viewed as an explanation, rather than an excuse - we aim to build personal responsibility within all of our pupils.

Key staff work with the SENCo to ensure behaviour management strategies and practice are, where necessary, appropriately and reasonably adjusted to support and manage the behaviour of pupils with SEND. These adjustments are documented through a Behaviour Support Plan, which is a working document and is updated as necessary. Our school aims to include the views, wishes and feelings of the pupil with SEND and their parents/carers when planning support related to behaviour.

Where there are behaviour concerns there will be collaborative work with families and pupils and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health needs. In these exceptional circumstances the school will try to avoid a suspension. It is important that parents are informed and involved when behaviour plans (in conjunction with the SENCo) are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and the school as well as regular feedback to the child regarding behaviour programmes or modification strategies may be established in consultation with relevant staff or external agencies, together with parents/carers.

## **Defiance**

Outright refusal by a pupil to comply with the school behaviour policy is in itself serious. It undermines the credibility of the staff involved and the school's established routines. If a child repeatedly refuses a direct instruction by a member of staff, that child's parents will be called to attend school for a meeting as soon as possible. This meeting is to discuss the child's behaviour and consequences of it, not to debate or dissect the events themselves. If a parent cannot/will not attend such a meeting promptly, the child may need to work in isolation.



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## **Child on Child Abuse**

We take a zero-tolerance approach to child on child abuse. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. Stopping harm and ensuring immediate safety is Thorney Island Primary's first priority. Our PSHE curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging.

## **Internal Exclusion**

The SLT may consider an internal exclusion within a different part of the school. There may also be a need for 1-1 teaching outside the classroom with a TA.

## **Fixed Term Suspension and Permanent Exclusions**

As a result of more serious incidents, the Head Teacher may find it necessary to give a pupil a fixed-term suspension for a set period of time, up to maximum of 45 days in one academic year.

Following this term, a reintegration meeting is necessary before the child is able to return to the classroom. This meeting is an opportunity to reflect on the incidents and explore how things will be different moving forward.

In consultation with the parents / carers, the SENCo may now explore a phased reintegration or the future needs of the pupil.

A decision to suspend a pupil will be taken in response to a serious breach of the schools behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Once the decision is taken, the Head Teacher will inform the Chair of the Governing Body. A decision to exclude a child permanently is a serious one. It can be for a serious 'one off' incident or it will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

All decisions to exclude a pupil will be lawful, reasonable and fair.

## **Bullying**

Our school does not tolerate bullying of any kind . If we discover that bullying or intimidation is taking place, we act immediately to stop any further occurrences of such behaviour. Any prejudice, discrimination, or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy or the Code of Conduct for staff.

**In the Playground** adults will use a positive approach of praise and encouragement for good playground behaviour. There will also be occasions when there is a need to discourage children from unacceptable behaviour by anticipating problems and intervening positively e.g. inviting

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the child to walk around with them to calm down, gently reminding children who are beginning to play wildly, to play kindly. Some children who find playtimes too difficult to manage may have other provisions for part of their playtimes.

## **Steps to be taken when playground behaviour becomes unacceptable:**

- Reminder - play and/or speak kindly - refer to **Ready Respectful Safe**
- Redirection or Warning - Invited to walk round with an adult, talking positively to them about good choices
- Time Out - Given time out for calming down
- Restorative Conversation

## **School Council**

Our School Council, which has elected class representatives from Years R to 6, are encouraged to raise any behaviour/bullying concerns with the Head Teacher and help formulate strategies to solve issues that may arise. The School Council representatives are given dedicated time with their classmates to consult before and feedback after meetings.

## **Pupils' conduct outside the school gates**

The sanctions identified in this behaviour policy will equally apply in response to all non-criminal, poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is taking part in any school-organised or school related activity.

Where a child's behaviour has breached the schools expectations, the school will need to consider whether a child's participation in, cultural, sporting events and clubs is possible. If the school deems that child's behaviour has been sufficiently serious, it reserves the right to withdraw children from, on-site workshops, celebrations, participation in sporting events & clubs. In particular, representing the school on a sporting team is considered to be a privilege and children will not be allowed to take part if their behaviour in the period leading to the event makes this inappropriate.

## **Behaviour management and discipline in schools, what the law says:**

- Government guidance (2022) makes it clear that all paid staff at schools have the power and responsibility to discipline pupils for misbehaviour. School behaviour policies should include: "High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone."
- Teachers (and other paid staff such as Teaching Assistants) have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The guidance sets out a range or potential sanctions that can be imposed by school staff, providing they are proportionate and reasonable. These include, but are not limited to: A verbal reprimand; The setting of written tasks as punishments, such as an account of their behaviour; Loss of privileges - for instance the loss of a prized responsibility; Detention

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including during a lunch-time, after school and at weekends; School based community service or imposition of a task - such as tidying a classroom; Scheduled uniform and other behaviour checks; Being placed "on report" for behaviour monitoring.

- In more extreme cases schools may use temporary suspension or permanent exclusion.

## **Searching, Screening and Confiscation**

At Thorney Island Primary School we want to ensure that all children, staff and visitors are safe from harm and threats of harm. Expectations are transparent to all pupils, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

## **Accusations Made Against Staff**

The procedures for managing allegations against people who work with children are outlined in our Child Protection and Safeguarding Policy. The Head Teacher will act as the case manager for investigations of allegations about members of staff and liaise with the Local Authority Designated Officer (LADO).

If a concern is raised regarding the Head Teacher, the Chair of Governors will be informed.

The person subject to the allegation or concern will be supported in the following way:

- As soon as possible after an allegation has been received, the person subject to the allegation or concern will be advised to contact his/her union or professional association.
- Human Resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements, currently Core Care.
- The person who will update the person subject to the allegation or concern on the progress of the investigation, will be made clear. This is an ongoing process and will be continued throughout any police, S47 or disciplinary investigation.

Where a child is found to have made a malicious accusation against a member of staff this will be dealt with using an appropriate sanction (as deemed necessary by the Head Teacher) in line with our sanctions procedures, or by exclusion if appropriate.

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## **Restrictive Physical Intervention**

Occasionally, it may become necessary for a trained adult to use positive handling as a last resort to ensure the child and other children are safe. These incidents are logged using the forms located in the Use of Reasonable Force to Control or Restrain Pupils Policy and then passed onto the Head Teacher. Parents and carers will always be informed when this measure is used.

## **Engagement of Governors**

Termly reports are sent to the Governing Body and there is always an open forum for follow-up questions about the Behaviour Policy or its implementation. Behaviour incidents are discussed so trends can be noted and addressed across all classes. This also includes reference to any online incidents.

## **Thorney Island Community Primary School Child Protection Statement**

All staff and governors at Thorney Island Community Primary School take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff members believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

October 2023

Review Date: September 2024



# Thorney Island Community Primary School Behaviour Blueprint

## Our Rules

**Be Ready Be Respectful Be Safe**

## Over and Above

Exceeding school values  
Attitudes  
Effort  
Initiative

## Adult Consistencies

1. **Meet and greet** each child at the start of the day
2. Refer to '**Ready, Respectful, Safe**'
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 (e.g. 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

## Recognition

Specific Praise  
Messages home (note, call, email, face-to-face)  
Recognition Board  
Sharing work with others  
Stickers  
Star of the Week

## Steps in Behaviour

1. **Redirection** (non-verbal cues)
2. **Reminder** of the Rule (3 rules privately)
3. **Warning** ("Think carefully about your next step")
4. **Last Chance** (30 second microscript and 2 minute inconvenience)
5. **Time Out** (Time to cool off elsewhere for a few minutes)
6. **Repair** (Restorative Conversation)

## Microscript

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

## Restorative Conversation

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

*5 questions is usually enough. Those underlined should be used with the youngest children.*

| Ready  | Respectful  | Safe   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• We arrive at school on time.</li> <li>• We are ready to learn.</li> <li>• We are prepared and have the right equipment for our lessons.</li> <li>• We show that we are listening.</li> <li>• We focus well in our lessons.</li> <li>• We try hard and do our best.</li> </ul> | <ul style="list-style-type: none"> <li>• We listen when others speak.</li> <li>• We are kind and polite.</li> <li>• We treat others as we want to be treated.</li> <li>• We respect difference.</li> <li>• We are positive role models.</li> <li>• We are good friends.</li> <li>• We respect the property of others and the school.</li> </ul> | <ul style="list-style-type: none"> <li>• We move around the school in a safe way.</li> <li>• We demonstrate good lining up.</li> <li>• We follow instructions to keep safe.</li> <li>• We use equipment safely and correctly.</li> <li>• We stay safe online.</li> <li>• We recognise when we are in the red/yellow zone.</li> </ul> |

## Steps in Behaviour

1. Redirection
2. Reminder
3. Warning
4. Last Chance
5. Time Out
6. Repair and Restorative Conversation

## Restorative Questions

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

*5 questions is usually enough. Those underlined should be used with the youngest children.*

**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 learner to feel as though they are being listened to and avoids conversational cul-de-sacs.

| <b>Learner</b>                        | <b>Adult</b>                                |
|---------------------------------------|---|
| '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.' |

**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 5

### Scripts

#### Example Scripts:

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

#### REMINDER (reinforce 3 rules, privately if possible):

- I noticed you chose to ... (state the noticed behaviour).
- This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe).
- You now have the chance to make a better choice.
- Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

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

#### Warning:

- I noticed you chose to ... (state the noticed behaviour).
- This is the \_\_\_\_\_ time I have spoken to you.
- (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc. This will also mean you will miss some of your playtime.
- Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.
- Thank you for listening. (Give child 'take up time' and DO NOT respond.)

*Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'*

#### Consequence/ Time Out:

- I noticed you are still choosing to ..... (noticed behaviour)
- You need to go to sit at the table at the back/ to class X
- I will come and speak to you in three minutes.

*Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'*

## **Appendix 6**

### **Restorative Practice**

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

#### **Why use a restorative approach?**

- To build safer, happier schools
- To change behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourage children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process.

The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

#### **Restorative Questions 1:**

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

#### **Restorative Questions 2:**

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?