



BEHAVIOUR AND BEHAVIOUR MANAGEMENT POLICY

Formally adopted by the Governing Board/ Trust of:-	Corvus Education Trust
On:-	8/10/19
Chair of Governors/Trustees:- David Jessup	
Date for Review:-	Autumn 2020

Amendments include the incorporation of Teaching Behaviours document (appendix 2) from WJS in the light of their Pivotal training and their 'Respect code'. It also has a FUTIS sheet attached (appendix 3). April 2020

This Document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Aims

Our Aims for Behaviour are that all children will:

- be tolerant and understanding with consideration for the rights, views and property of others
- develop a responsible and co-operative attitude towards work and towards their roles in society
- achieve their potential in terms of self-esteem, academic achievement and Spiritual, Moral, Social, Emotional and Cultural (SMSEC) development.
- take a pride and responsible interest in caring for their environment

Principles

Every child has the right to learn and no child has the right to disrupt the learning of others.

The Establishment of an Appropriate Ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of LA, Trustees, parents and others in the community.

Responsibilities

All Members of the School Community (teaching and non-teaching staff, parents, pupils and Trustees) work towards the school's aims by:

- esteeming children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting positive, trustworthy relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing trustworthy relationships, behaviours and work
- rejecting all conduct involving bullying or harassment
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking a pride in, the physical environment of the school
- working as a team, supporting and encouraging one another.

The Pupil support Team will work towards the school's aims by:

- Meeting and greeting on the playground or in the classroom.
- Standing alongside colleagues to support learners with behaviour.
- Standing alongside colleagues in interactions with parents as needed.

- Facilitate restorative meetings between staff and pupils as needed.
- Regularly reviewing provision for learners who demonstrate consistent negative behaviour.
- Supporting with Pastoral Support Plan setup and review.
- Evaluating behaviour data to look for common concerns.

The **Management Team (Trustees, Executive Headteacher and senior staff)** work towards the school's aims by:

- taking a lead in the establishment of a positive school ethos
- taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupils' behaviour and motivation
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- recording and monitoring attendance and punctuality and responding firmly when either is poor
- recording and reporting incidents of serious misconduct
- taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified

Teachers work towards the school's aims by:

- meeting and greeting at the door or on the playground.
- referring to the Respect Code.
- building positive relationships with pupils.
- taking responsibility for the behaviours in their classroom
- never ignoring negative behaviours.
- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- enabling children to take increasing responsibility for their own learning and conduct
- ensuring that learning is progressive and continuous
- being good role models – punctual, well prepared and organised
- taking quick, firm action to prevent one child inhibiting another's progress
- providing opportunities for children to discuss appropriate behaviour
- working collaboratively with a shared philosophy and commonality of practice.

Pupils work toward the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised – bringing necessary kit, taking letters home promptly, returning books efficiently
- taking growing responsibility for their environment and for their own learning and conduct.

Parents work toward the school's aims by:

- ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term)
- providing prompt notes or a telephone call to explain all absences
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their children's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- allowing children to take increasing personal and social responsibility as they progress throughout the school
- accepting responsibility for the conduct of their children at all times

Trustees work towards the school aims by:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Trustees support the Executive Headteacher in carrying out these guidelines.

The Executive Headteachers have the day-to-day authority to implement the school behaviour and discipline policy, but Trustees may give advice to the headteacher about particular disciplinary issues. The Executive Headteachers must take this into account when making decisions about matters of behaviour.

Procedures

For Developing Good Partnership with Parents:

- regular informal contact with teachers who are usually accessible to parents before and after school
- class assemblies and Christmas performances etc to which parents are invited
- good communication channels including regular newsletters from school and PTA
- termly parents' evenings
- a programme of activities, productions and PTA fund raising events
- an induction programme for children entering Nursery/Reception which could involve home visits
- Supporting parents who have children moving on to Key Stage 2
- a section in the school brochure briefly refers to the school's behaviour policy for new parents
- welcoming parents as helpers into the classroom, both on a regular basis and for occasional demonstrations or discussions
- welcoming other parental contributions such as organising resources and helping with extra-curricular activities
- a clear policy for children with special needs which involves parents (see Special Needs Policy)
- a procedure for the monitoring of homework and parental support with reading sometimes involving a homework book e.g. reading booklet in which parents are encouraged to write on a regular basis.

For Providing Children with Opportunities to Discuss Appropriate Behaviour:

- a programme of Health Education which includes work on relationships and feelings (see Health Education Policy)
- a programme of Religious Education which includes ethical and moral issues (see R.E. Policy)
- the compilation of a set of rules to begin the school year by each class at the beginning of the Autumn term
- occasional assemblies when a variety of issues are aired.
- School Council used a forum for discussing undesirable behaviour and developing positive attitudes.

For Promoting Desirable Behaviour:

- staff acting as role models
- staff offering guidance to children including praise and encouragement

- the provision of a curriculum designed to stretch and engage each child
- classroom organisation which provides a good working environment
- the encouragement and appreciation of children who act as positive role models using appropriate reward systems.
- collaborative work within classes and across year groups which helps to develop good relationships

For Eliminating Undesirable Behaviour:

- conscientious supervision of pupils at all times
- Use of the 1,2,3 rule so that pupils have an understanding of consequences.
- rapid and stringent response to persistent behavioural problems through the special needs procedure (see Special Needs Policy).
- parental involvement. Very occasionally when a child persistently misbehaves or there is a serious problem, then parents will be called upon to discuss the matter and co-operate to assist us in overcoming the problem in the best interests of the child

For Promoting Care of the Physical Environment:

- display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem
- the work of the caretaker who is able to respond rapidly to rectify any damage

Corvus Education Trust are committed to promoting positive behaviour management.

Definite emphasis is placed on the need for self-discipline with consideration and respect for others. Pupils are made aware of school rules which exist to facilitate the smooth running of the school and to promote concern for the general safety of everyone in the school. In the event of unreasonable and dangerous behaviour, pupils will be reprimanded after first establishing that the culprit fully understands why this will happen. The reprimand will take the form of a stern verbal correction or the removal of certain freedoms to manage the harm.

If a child misbehaves the school's '1,2,3 rule' may be enforced. When a teacher or duty adult considers that a child's behaviour is serious enough to follow the '1,2,3 rule' within one day the following actions are taken:

1. First offence: the incident is recorded on CPOMS. If the offence is deemed serious enough, steps 1 and 2 will be skipped and the teacher will move onto step 3. This must be noted on the Face Up To It Sheet (FUTIS).
 2. If the behaviour is repeated, or the child commits a different offence, a FUTIS will be started. The class teacher will complete this with the child and this will be added to cpoms.
 3. If the pupil repeats the offence for a third time, the FUTIS and CPOMS will be completed. The class teacher will complete the FUTIS with the child. Parents/ carers will be informed and the pupil will be required to discuss their actions with both the teacher and the parents/carers.
- Copies of completed FUTIS sheets, need to be scanned and uploaded to CPOMS. If three FUTIS are completed within a half term period this will result in a meeting with a member of the SLT or Executive Headteacher, to agree further action and next steps

On a day to day basis the teacher in each class will be responsible for the discipline in the classroom. All staff, teaching and ancillary will be responsible for general discipline within and outside the school building. A member of the Senior Leadership Team will be called upon as a last resort after limited choices have been given.

Code of conduct for pupils:

1. All pupils will show consideration and respect for each other and for all adults encountered within the school building or grounds.
2. Fighting and use of harmful language are not acceptable.
3. Pupils may not enter other children's drawers or property without explicit permission of the owner.
4. Pupils should accept some responsibility for keeping the classrooms, cloakrooms and toilets tidy.
5. Pupils should not run inside the school or outside during general movement from area to area.
6. After school pupils should remain within the school grounds until collected by an adult. Any parent/carer of children who will not be collected as usual should inform their class teacher of the arrangement.
7. Bicycles should be walked to the main gate and ridden from there away from the school. When coming to school pupils should dismount at the gate. Cycling is not allowed in the school grounds.
8. All pupils should abide by the playground/playing field rules which are governed by the weather. No pupil should go onto the playground or field until the duty teacher instructs them to do so.

At our Schools we promote our high standards of behaviour by remembering the following:

Our Respect Code

Respect yourself,

Be honest, work hard and look after yourself

Respect Each Other

Be kind and helpful to others

Respect Property

Look after everything

Respect Adults

Listen and follow instructions

Respect Everyone's safety

Be gentle and behave in a kind way

Use of Reasonable Force

Because we have a code of conduct for pupils with clear expectations of behaviour and pupils understand the consequences, we very rarely have cause for concern. Should, however, we have to deal with a child with severe behavioural difficulties and we need to use force to control or restrain a pupil Norfolk Education Authority's Policy will be adopted.

The school will prepare clear plans for the individual child including the outside agencies and parents or carers. All involved will agree handling strategies where the highest risks might be necessary. Staff will clearly understand the options and strategies open to them following the DfE Circular 10/98 Section 550A of the Education Act 1996: The use of force to control or Restrain Pupils.

Recording Incidents where Physical Force is used.

All incidents are recorded on CPOMS

- Incidents are recorded as soon as possible entered within 24 hrs max, preferably that day.
- An individual pupil may need a Pupil Support Plan (PSP) and Individual Risk Management Plan (IRM) where the parent/carer has agreed specific handling routines.

The following information is recorded on CPOMS

Restrictive Physical Intervention Forms

- The name(s) of the pupil(s) involved
- When and where the incident took place
- The names of any other pupils or staff who witnessed the incident

- The steps taken to de-escalate/calm the situation. What de-escalation strategies were used?
- The reason that force was necessary
- How the incident began, and progressed, including details of:
 1. The pupil's behaviour
 2. What was said by each of the parties?
 3. The degree of force used
 4. How that was applied and for how long
- The pupil's response and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil or a member of staff and any damage to property.
- Details of post-incident learning, including reflection, reparation and restoration strategies used.

Parents/carers will be informed of any incident and give them opportunity to discuss it.

The school actively works to support pupils with SEND and to minimise the need for restraint to be used.

Physical contact with Pupils in other circumstances

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or CDT, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. Staff will receive information on these children. Staff should bear in mind that innocent and well-intentioned physical contact can sometimes be misconstrued. A hand gently placed on the child's shoulder or at the top of the child's back without exerting force is the appropriate response where a child needs comforting. A supportive hug may be used when a child is showing signs of distress, the child will need to be asked if they want a hug and need to be in control of when the hug ends. (See school Touch Policy)

Screening and Searching

The school will follow the DfE guidance on the Screening and Searching of pupils if they have reasonable grounds for suspecting that a pupil may be carrying a knife or other weapon.

Exclusion

The DfE has drawn up detailed guidance on when and how exclusion should be implemented, and procedures for appeals against exclusion. The procedures in the DfE and County guidance will be adhered to should the need for excluding a pupil arise.

Appendix 1 Corvus Education Trust POSITIVE HANDLING POLICY

The Trust recognises that there is a need, reflected in common law, to intervene when there is an obvious risk to safety to its pupils, staff and property.

We are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use positive handling as a last resort in line with best practice. If used at all, it will be in the context of a respectful, supportive, trustworthy relationship with the child. We will always aim to ensure minimal risk of injury to YP and staff.

This policy must be read and implemented in conjunction with the schools' behaviour policy and approach to behaviour management.

Section 93 of the Education and Inspections Act 2006 "enables school staff to use force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:
(a) committing any offence (or, for a child under the age of criminal responsibility, what would be an offence for an older YP):
(b) causing personal injury to, or damage to the property of, any person (including the child themselves), or

(c) prejudicing the maintenance of good order and discipline within the schools.

We are not contractually obliged to carry out restraint procedures and are not contractually obliged to undertake training in any restraint procedures. This policy applies to all staff who are authorised to use positive handling.

Our approach to best practice

The best practice regarding positive handling outlined below should be considered alongside other relevant policies, specifically those policies involving behaviour, bullying, child protection and health and safety.

In line with Education and Inspections Act 2006 in the following situations, staff must judge whether or not positive handling would be reasonable or appropriate:

- Risk to the safety of staff, child or visitors, or
- Where there is a risk of serious damage to property, or
- Where a child's behaviour is seriously prejudicial to good order and discipline, or
- Where a child is committing a criminal offence

This judgement will take into account the circumstances of the incident. All staff should be aware that the use of positive handling in response to a clear or developing danger of injury will always be used to manage behaviour positively to prevent a deterioration of the situation

Staff will view the handling of child as a last resort for the purposes of maintaining a safe environment. If children are behaving disruptively or anti-socially, strategies will be used to manage behaviour positively to prevent a deterioration of the situation. These strategies (which are all Positive Handling techniques) include:

- Positive phrasing
- Limited choices
- Consequences
- Disempowerment
- Scripts.

If effective, incidents of physical handling of a child should decrease in severity and frequency. Regular monitoring of incidents will be carried out to check the effectiveness of any such handling within the team/by the SMT. Where the frequency or severity of incidents is not reducing, the positive handling plan for the pupil will be reviewed

Staff will understand the importance of listening to and respecting children to create an environment that is calm and supportive, especially when dealing with child who may have emotional and behavioural needs, which may increase their aggression.

All staff will understand the importance of responding to the feelings of the child, which lie beneath the behaviour as well as to the behaviour itself.

Practice regarding specific incidents:

All policies and practice regarding the supervision of children during the school day will be appropriate to the identified needs and behaviours of the pupils, this combined with the Norfolk Steps approach to behaviour should minimise the likelihood of requiring positive handling to an absolute minimum.

The physical action taken will take into consideration the age and competence of the child and will be the least restrictive option.

Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

A member of staff recognising that a situation is escalating to a point demanding positive handling yet feeling unable to carry this out must, as part of their duty of care, clearly tell the child to stop the behaviour and seek help by any means available.

Staff who become aware that another member of staff is intervening physically with a child will have a responsibility to provide a presence and to offer support and assistance should this be required.

Where at all possible no staff member is to be left alone with a child in crisis.

Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the child if this proves necessary

A child's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the child and member(s) of staff will withdraw to a quiet but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner the reason for the intervention is to keep

the child and others safe. Staff will explain that as soon as the pupil calms down, she/he will be released.

The force used will be commensurate with the harm prevented.

Positive Handling

Examples of situations where positive handling may be appropriate include:

- Child attacks member of staff or another child
- Children are fighting
- Children are engaging in, or on the verge of, committing deliberate damage or vandalism to property
- Child is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- Child absconds from the premises (this only applies if child could be at risk if not kept on the premises)

Holds to be avoided

The following holds should not be used:

- Holding a child around the neck, or by the collar, or in any other way that might restrict a child's ability to breathe
- Slapping, punching or kicking a child
- Twisting or forcing limbs against a joint, pulling or dragging
- Tripping a child
- Holding a child by the hair or ear
- Holding a prone or supine on the ground or basket type holds

Holds to be used

Only those holds described in the Norfolk Steps handling manual are authorised to be used when physically handling a child.

A copy of the Manual is kept in the staff rooms of the school for reference purposes.

Only those people who have up to date Step Up training are authorised to physically restrain a child.

When a child is a prolific spitter, one hand should be placed in front of the staff members face to protect them from spit entering the eyes or mouth. If the hand becomes too wet to hold the child effectively then it will need to be wiped on the nearest available material. In some cases this will be the child's shirt. During debrief any soiled clothes must be changed for clean ones and the soiled clothes sent home for washing.

Recording an incident

All incidents that result in non-routine interventions will be recorded in detail in the incident book with numbered pages

Contemporaneous record (i.e. written within twenty four hours of the

incident's occurrence) will be made by the staff member involved in the incident.

Similarly, contemporaneous notes will also be made by any other members of Staff involved (i.e. as witnesses or additional providers of support). The notes dated.

The record will contain the following information:

- The name(s) of staff who used reasonable force
- The name(s) of the child involved
- When and where the incident took place
- The reason that force was necessary
- Behaviour of the child which led up to the incident
- Any attempts to resolve or de-escalate the situation
- The degree of force used
- How it was applied
- How long it was used for
- Details of any injuries suffered by either staff or child
- Details of any damage to property
- Details of any medical treatment required (an accident form will be completed, where medical treatment is needed)
- Details of follow-up, including contact with the parents/carers of the child involved, reflection, reparation and restoration meeting minutes
- Details of follow up involvement of other agencies - police, Social Services

Copy of this entry will be kept on the pupil's file

The school will report any injuries to child or staff in accordance with HSE Regulations 1995

Child who are identified as likely to require positive handling as part of their Behaviour management will require an Individual Risk Management Plan. This is drawn up in response to the risk posed by the child's behaviour and is shared with all staff.

Debriefing Arrangements

The child and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

The child will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or her/his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The child will be given the opportunity to explain things from her/his point of view. All necessary steps will be taken to restore the relationship between the child and the member(s) of staff involved in the incident.

Training Needs of Staff

In cases where it is known that a child will require positive handling on occasions, Manor Field Infant and Nursery School will ensure that appropriate training is provided. Staff involved will identify their training needs in this area.

Where the school anticipates that positive handling may be required on occasions, advice will be sought from the Norfolk Steps Team.

Staff trained in positive handling techniques need to update their training on a regular basis and ensure that their training record is kept up to date.

Authorisation of staff to use positive handling

We recognise that positive handling will be seldom used and it is a last resort to maintaining a safe environment

All trained staff are, by the nature of their roles, authorised to use positive handling as appropriate.

Best practice will be monitored. Frequent sessions to practice the use of techniques, as well as to disseminate any revised information will be included as part of the school's normal schedule or pastoral meetings.

These meetings will be open to all staff who have been authorised to use positive handling techniques

In the event of a complaint being received by the school in relation to the use of physical force by staff, the matter will be investigated in accordance with local authority procedures.

Arrangements for Informing Parents

Parents will be informed of the school policy regarding positive handling in the following ways:

- In their introduction to the school will be informed that our positive handling policy can be found on our website
- Staff who work with particular children who have learning or physical disabilities (and who have Individual Education Plans, Individual Risk Management Plans and/or Pastoral Support Plans), may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded.
- All parents will be informed after a non-planned incident where positive handling is used with a child.

Appendix 2

Teaching Behaviour Additional Guidance

Guidance to support learners and their educators.

We believe that children need to learn how and why they are to behave. Not just so they can learn well but so that they can be successful adults who achieve their goals and aspirations.

We want to create an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We strive to teach self-discipline not blind compliance. This policy echoes our core values with an emphasis on respectful behaviour.

Developing positive relationships is at the heart of Corvus Education Trust and we strive to work with children, parents and professionals in the best interests of teaching the child behaviour skills for life.

Aim

- To create a culture of exceptionally good behaviour.
- To ensure all learners are treated fairly, show respect and promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interactions.

Consistency in practice

1. We have a consistent meet and greet at the door or on the gate.
2. The Respect Code is displayed and positively referred to in behaviour conversations.
3. We build positive relationships.
4. We plan lessons which engage, challenge and meet the needs of all learners.

5. We give recognition to positive behaviours.
6. We are calm and give 'take-up time' when following the steps: being proactive in preventing sanctions.
7. Adults follow up every time, retaining ownership and engaging in reflective dialogue with learners.
8. We never ignore or walk past learners who are behaving badly.

Positive Recognition

We recognise and reward learners who go 'over and above' our standards.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is key to developing positive relationships.

Examples of praise/recognition may be:

- Name on the class recognition board
- Awards in assembly
- Postcard sent home
- Phone call home
- Email home

It is important that we praise and highlight the behaviour we want to see. As adults we strive to manage our emotions to give the biggest response and attention to the positive behaviours.

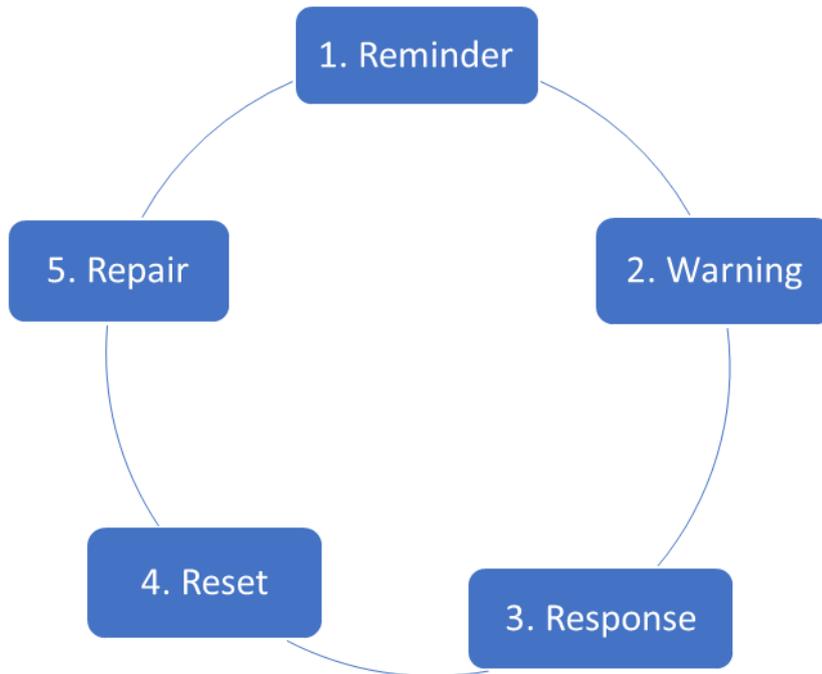
Praise can be impactful when given in public and influence the behaviour of others however, in some cases, some pupils may not like to be publicly praised. Teachers should use their professional sensitivities about when this is appropriate.

Practical steps for teaching positive behaviour

As adults we have the ability to teach pupils positive behaviours. We use a cycle approach based on building relationships where the adult involved takes responsibility for behaviour interventions, seeking support but never delegating.

It is important that negative behaviours are not given more focus or energy than positive behaviours. Therefore, just as we praise in public, we reprimand pupils in private.

The behaviour cycle works in a loop with an adult working through and taking responsibility for the entire loop where needed.



1. The reminder:

Expectations for positive behaviours, based on the Respect Code, are shared privately with the learner.

2. The warning:

A clear verbal caution is shared privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. A reminder of good previous conduct is given to prove they can make good choices.

A scripted approach, with little emotion, is used at this stage:

1. Gentle approach, personal and non-threatening
2. State the behaviour that was observed and which rule it contravenes. *I noticed that... That's not following our Respect Code....*
3. Tell the learner what the consequences of their action is. Refer to previous good behaviour as a model for desired behaviour. *I need to see you.... or you will....*

4. Walk away from the learner*. Allow them time to decide what to do next. If there are comments, follow these up as appropriate later.

*It is important that we resist endless discussions around behaviour and spend our energy on learners and their learning. Staff are advised to avoid questions about behaviour i.e. *Why are you not doing your work?*

3. The response:

After some take-up time, if there are still concerns about negative learning behaviours, return to the learner and ask them what will make the difference to them or help them with making positive choices.

4. The reset:

Where negative behaviours continue, the child is asked to speak with the teacher away from the others. With little exception, this should happen within the classroom. At this stage:

1. Boundaries and expectations are reset.
2. The child is asked to reflect on their next step and again reminded of previous good conduct.
3. They are given a final opportunity to follow instructions and to re-engage with the learning.

Where pupils are unable to re-engage or recover their behaviour:

- They will be sent to a neighbouring classroom, with appropriate work to be completed.
- The class teacher *must* telephone to agree with the receiving classroom that the pupil coming to the classroom is appropriate.
- If support is needed to settle this pupil in the new classroom, a duty member of staff can be called.
- The receiving teacher, and/or the duty member of staff, will refrain from talking about the behaviour, allowing the class teacher to retain ownership.

5. The repair:

The adult involved will lead a restorative session before the next learning activity. The focus of this is in building relationships. This is an opportunity for the not only the pupil to reflect on their behaviour but the staff member about what further support could help.

The behaviour is discussed through the lens of antecedent-behaviour-consequence.

Antecedent: what occurred before the behaviour/what led up to the behaviour

Behaviour: what happened and for how long

Consequence: what happened as a result and what was the impact on others referring to the Respect Code

Sanctions

There are occasions where a further consequence may be needed for those who seriously breach the Respect Code.

Exclusions are always a last resort and so where possible decisions regarding other appropriate sanctions are taken to avoid this happening.

These sanctions may include:

- Making up learning time lost at break-time or lunchtime
- Completing work at home
- *School-community* service which is age-appropriate and undertaken under the direction of an adult
- Internal exclusion

Staff will always deliver sanctions calmly and with care. They must not be used as a threat whilst a child is in crisis.

Appendix 3: Face up to it sheet

Date:	Name:
What did I do?	1
What did I do?	2
What did I do?	3
How do people feel about my choices?	
What can I do to make it better?	
Parents comments and signature	
Sign pupil	
Sign Teacher	

