Naunton Park Primary School

Relationships and Behaviour Policy

Our Rules

Ready Respectful Safe

Our Attitudes to Learning

Effort Resilience Persistence

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Relationships and Behaviour Policy

Throughout this policy, the term 'staff' refers to members of the SLT (Senior Leadership Team), teachers (including PPA (Planning, Preparation, and Assessment)) and supply teachers), teaching partners, lunchtime playworkers, canteen staff, the Site Manager, office staff, Kids' Club staff and the School Business Manager – all are responsible for responding to and managing children's behaviour.

1. Policy Statement

Naunton Park 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 and attitudes to learning, which are at the heart of our school culture, as well as the pupils' rights to feel safe and to learn. Our practice is based upon:

- Calm and consistent adult behaviour
- First attention for best conduct
- Clear and consistent routines in and out of the classroom
- Scripts to support difficult interventions.
- Restorative follow-up 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 kindness, care and empathy for others.
- 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 adaptions 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).
- Ensure 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 (Appendix 2 and 3)
- Teach appropriate behaviour through positive interventions.
- Ensure behaviour is managed and taught across the school in a consistent way that reflects our ethos.
- Promote self-esteem, self-discipline, and kindness.

4. Achieving Consistency

Consistency lies in the behaviour of all adults in our school community and can be observed in the language and verbal cues we use, the routines we establish (for example how children enter the classroom) and our responses to behaviour, that both meets and does not meet our high expectations. As 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 and cues** 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. 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/carers 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 staff (Teachers and Teaching Partners):

- **Meet and greet** at the door. (Appendix 2)
- When discussing all behaviour concerns, refer to '**Ready, Respectful, Safe'** this includes teaching children what this means and looks like, through assemblies and in everyday teaching (Appendix 2)
- Use the **Recognition Board** to positively recognise desirable behaviour and attitudes throughout the school day. (Appendix 1)
- Establish clear **classroom routines** that are constantly modelled, demonstrated and rehearsed**,** whilst using our **"shared language"** which exemplifies what ready to learn means during lessons (Appendix 2)
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all children.
- Follow an agreed series of steps (interactions with the child) when behaviour falls short of expectations.
- Aim to prevent escalation before sanctions are used.
- Are **calm** and give 'take up time' 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.
- Flag up to the Behaviour Lead any children who they are concerned about (regarding behaviour) so that their progress can be monitored.

5.2 Middle leaders

Middle 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.

Middle leaders (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 restorative meetings and supporting staff in conversation.
- Support staff by making time to discuss issues around the needs of individual children or behaviour management strategies – including TPs (Teaching Partners) within the class.
- Ensure strategies are in place to give staff time to follow up and have restorative conversations with children – for example covering the class if there is no TP (Teaching Partner).
- Ensure the use of Recognition Boards in all classrooms.
- Ensure staff training needs are identified and targeted.

- Use behaviour data to target and assess interventions.
- Support staff to write individual behaviour support plans for children with particularly high need. (Appendix 9)

5.3 Senior leaders

- 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.
- Deliver clear expectations of what ready looks like to staff during training sessions and to children during assemblies when needed.
- Respond to CPOMS entries pertaining to behaviour and follow up with members of staff/Behaviour Lead/Pastoral Lead concerned, to offer support if needed.
- Support staff by making time to discuss issues around the needs of individual children or behaviour management strategies – including the TPs within the class.
- Ensure that immediate support is given to class teachers who use the 'Red Triangle' – a laminated red triangle which a class teacher needing support can send to the nearest member of staff for help (see section 7.3).
- Notice and share good practice. (Informal feedback to staff, in staff meetings and staff training).
- Support middle leaders 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.
- Headteacher to 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 '**Ready, Respectful, Safe'**
- Use the canteen Recognition Board to positively recognise desirable behaviour and attitudes during the lunchtime period.
- Establish clear lunchtime routines that are consistently 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 CPOMS as necessary.
- Inform class teachers about more serious misbehaviour at the end of the lunch period after the first whistle has been blown, whilst the children are lining up.
- Seek advice if unsure how to proceed.

6. Recognition

The power of recognition and praise in developing a positive atmosphere in the classroom cannot be overstated. It is the key to developing positive relationships, including with those children who are hardest to reach, and underpins our entire approach to behaviour at Naunton Park (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. Similarly, they recognise children who demonstrate our three attitudes to learning.
- This takes the form of a behaviour **Recognition Board** in all classrooms. Success at class level can be rewarded in short 'nuggets' of time spent doing something that is enjoyed by the children.
- Staff reinforce rules/attitudes by stating explicitly why behaviour is being recognised on the Recognition Board. For example: 'Thank you for showing respect by waiting to let 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. This keeps you safe and others because you won't knock them over,' or 'Thank you for showing me your magnet eyes and listening ears, I can see that you are ready to learn,'
- Staff understand that a quiet word of personal praise can be as effective as more public recognition.
- At lunchtime, 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 and public praise for children seen to be following the school rules and demonstrating attitudes to learning.
- Monday assemblies to maintain an understanding of the school rules and attitudes to learning.
- Children who go 'over and above' will be able to go to 'Hot Chocolate Friday' with a member of the Core SLT or receive a Headteacher's award in celebration assemblies on a Friday.
- Celebration events will recognise school level success – for example a school disco or movie evening – each long term.
- Certificates sent by post to children who are consistently following the school rules.

6.2 Classroom level

- Recognition Board in all classrooms
- Children and adults can nominate children for recognition – reasons should be given and the impact on others.
- Teachers may email home, phone home, send a note home to celebrate success, and use the school postcard to be mailed home.

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 at Naunton Park. 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; delivering the required message; and then leaving the conversation to allow the child to reflect and respond positively - 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further. Fogging techniques will be used to keep conversations with children on track (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 Partners will use the 15-minute pre-school briefing time to discuss the management of children who are struggling with behaviour to ensure consistency and shared expectations.
- 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 it is necessary, every minute a child is out of a lesson is one where they are not learning. Our aim should be for a quick return to learning wherever possible.
- All staff will always refer to our school rules/attitudes to learning and children's rights when discussing poor behaviour.
- 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 'take up time' in between steps. *Do not leap or accelerate steps for repeated low-level disruption.*
- Serious behavioural incidents which may cause harm to others **will** necessitate a jump straight to Step 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 in Removing Barriers to Learning (RBL) meetings and will include Teaching Partners.

7.2 The steps

1) Redirection:

- 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, "Magnet eyes please," "Voices off and settling down to your work quietly please,"
- Walk away and give 'take up' time.

2) Reminder:

- A reminder of the shared language and expectations of the rules 'Ready, Respectful, Safe' delivered privately wherever possible.
- 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 'take up' time.

3) Caution:

- A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the impact of that behaviour
- The child is given the choice to do the right thing.
- The consequences of not making a good choice will be made clear.
- Children will be reminded of their previous good conduct to prove that they can make good choices.
- Staff will use the 30 second script. (See Appendix 4)
- Walk away and give 'take up' time.

4) Step outside:

- 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, and fogging techniques used to keep the conversation on track (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 should remain outside classrooms if they need to cool down and if there is an adult able to support them with the aim for a return to learning as soon as possible.
- Staff will always deliver sanctions calmly and with care.

5) Internal referral:

- If the child refuses to leave the room or respond positively to the choices given in previous steps, he/she will be asked to move to another classroom (or potentially the Pastoral Lead) for a defined length of time or the remainder of the lesson. Work is taken with the child.
- **All internal referrals must be recorded on CPOMS.**
- 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; the child has already been sent to another class; or for serious behavioural incidents (see 7.3), a member of the Core SLT should be called to give support. (Where this happens, that member of SLT should contact home and record this on CPOMS to indicate the severity of the behaviour).**

6) Reparation/Restorative meetings: (See Appendix 7)

- Restorative/reparation meetings at Naunton Park 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 but with TP/SLT class cover if during teaching time in the afternoon)
- Restorative 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, restorative conversations are essential.
- The restorative meeting should take place as soon as practical between the teacher and child, or child and child, to repair any lost trust.
- The restorative meeting is an opportunity to discuss and teach how negative behaviour impacts others.
- Staff involved will take responsibility for leading restorative meetings - middle leaders will support if requested by, for example, being present or covering the class.

- A restorative 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 restorative conversation is an opportunity to apply consequences or sanctions that are proportionate (Appendix 8 for list of possible consequences).
- Sometimes restorative conversations are difficult, and it may be that discussing a consequence at that point may send the child into a heightened state again. For example, the child who has caused harm has settled, explained and accepted responsibility and then you say, "You now have a three-day suspension," which then makes the child lose control again. Use professional judgment to know when setting an immediate consequence may not be appropriate.

7) Formal meeting:

- 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/carers will take place and be recorded on CPOMS 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 Naunton Park 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

8) 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.

9) A fixed term suspension:

See also the Child Protection and Safeguarding Policy and the Suspension and Permanent Exclusion Policy

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 the head teacher, 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.

7.3 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.

- Children can only be physically moved by members of staff who have received positive handling training and if the child is at risk of hurting themselves or others. (See Appendix 11)
- The 'Red Triangle' in each class should be sent to an available SLT member 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 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.

7.4 Follow up to serious incidents

- All incidents where a child intentionally hurts another child or member of staff, that is believed to be bullying other children, being racist or discriminatory should be recorded on CPOMS.
- CPOMS entries for behaviour will be shared with the Behaviour and Relationships Lead.
- 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.

7.5 Modifications to the steps for Lunchtime Playworkers.

- See Appendix 3b for these steps.

8. SEND

8.1 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 consider 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.

8.2 Adapting sanctions for children with SEND

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

- 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', it may be unlawful for the school to sanction the child for the behaviour.

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.

8.3 Considering whether a child displaying challenging behaviour may have unidentified SEND

- The school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) 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, 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.

8.4 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.

9. Legislation

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

- Behaviour in schools: advice for headteachers and school staff 2024
- The Equality Act 2010
- Keeping Children Safe in EducationKeeping Children Safe in Education 2026
- 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

10. Recording and Monitoring Behaviour

All behaviours that are a concern are recorded on CPOMS. 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. CPOMS is monitored on a day-to-day basis and a weekly safeguarding meeting. 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, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles and gives schools the authority to confiscate children's property.

Appendix 1

Positive Recognition

- At Naunton Park we aim to encourage exemplary behaviour by consistently recognising this in the classroom, on the playground and anywhere in school.

- All classrooms will display a recognition board which is used throughout lessons to reinforce exemplary behaviour that fits with our school rules and attitudes to learning.

- There will be a recognition board in the canteen to support exemplary behaviour at lunchtime.

- Children may earn recognition from any adult in school and from their peers – this is to be encouraged, as explaining why they are 'nominating' someone for the recognition board serves to reinforce exemplary behaviour.

- When recognising exemplary behaviour, the positive impact on others as a result is explicitly stated. 'Thank you for being ready so that we can ALL learn,'

- Tokens/ticks/smiley faces or any other method can be used to give recognition – once given, they should not be removed.

- All tokens and ticks should be removed at the end of each day to start the next day with a 'clean slate'.

- The recognition board will display the school rules and attitudes to learning (in Early Years Foundation Stage classes, teachers may choose to display only the three rules to avoid confusion)

- When discussing behaviour, **exemplary or otherwise,** the three rules and attitudes should be referred to.

Appendix 2

Routines

Classroom Routines

- Meet and Greet (Teachers on Monday and Friday, TPs Tues-Thur.) 8.45-8.55am.
- Staff stand at the classroom door to greet the children and welcome them into class.
- When bringing the line in at break and lunch time, the teacher should lead the line in to enable them to greet the children at the classroom door.
- When walking round the school as a class, child should walk showing **"Naunton Park Pride"** - hands held in front of them, calmly and silently.
- Sustained reinforcement of exemplary behaviour by consistent use of the recognition board.
- Clear routines using whole school shared language (see below)
- Clear routines for the start of the day – where children should organise their items, such as water bottles and reading books, and start their morning task.
- Clear routines for answering questions and making contributions to avoid calling out.
- Clear routines for stopping and tidying away or any other transitions such as leaving the room for break and lunch.
- High expectations around listening during whole class teaching (facing the front, not talking, not wandering around.)
- Teachers should not talk over the class but wait for all children to be ready by issuing reminders and praising those children who are meeting expectations.
- Clear expectations around noise level during independent working time.
- High expectations around times and frequency of toilet trips for most children.
- Clear routines surrounding the dismissal of children for break and lunch – ensuring that the children walk and are supervised as they walk out through the hall and cloakrooms.
- Supervision of children in class and during transitions is the responsibility of all adults in the classroom.

Shared Classroom Language

- In order to support with consistency, the following shared language has been developed.

	EYFS and KS1	LKS2	UKS2	All staff
In order to get children ready to learn in class/assembly	**"Magnet eyes, listening ears and safe sitting… ready"** (Children show empty fingers, together in laps and looking at the board to show they are ready)	**"Magnet eyes, listening ears and safe sitting… ready"** (Children show nothing in hands, sitting properly on their chairs, looking at the board/teacher)	**"Magnet eyes, listening ears and safe sitting… ready"** As children become used to the language this can be shortened to **"ready"**	Staff must not move on until children are following the given instruction. If time is needed for practice, this must be given until children are following as needed. If children are not doing it, they are to practice in their own time. Ensure that recognition boards are being updated regularly
Gaining children's attention mid lesson (activity dependent)	In quieter activities/sessions, teacher to raise their hand up in the air and use the command "**Voices off and looking this way**" In louder activities/movements, teacher to raise their hand in the air, and call out "**TEAM STOP**" everyone else is expected to empty their hands and put a hand in the air to show they are listening			
Using MWB: Once the has been written the children must put their pen down and lid on and then hold their board to their chest so no one else can see.	**1, 2, 3, show me!** As a prompt for where to hold boards on the carpet: "**Under your chin**" and the children repeat… "**With a cheesy grin**"	**1, 2, 3, show me!**	**1, 2, 3, show me!**	

Movement Around School

- Children should always walk around school showing “Naunton Park Pride”:
    - When walking in lines around school, for example into assembly, the children should walk holding their hands together in front of them.
    - Children should walk around school without talking.
- Children should be monitored by staff as they leave the classroom for break and lunch time in the hall and cloakrooms.
- All staff should remind children to walk in school quietly and to quickly leave the building at the start of break and lunchtimes.
- All children should request to go to the toilet and wear a yellow band.

Playtime/Lunchtime Routines

- Staff should supervise children leaving classrooms and in the cloakrooms.
- The member of staff on first aid duty should send out any children lingering in the hall and toilets during break time.
- All children should ask to re-enter the building for the toilet during breaktimes.
- Doors/toilets should be monitored by staff on duty.
- 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.
- Children should use the playground equipment as they have been instructed to.
- On the first whistle, all children should help to pack away any playground equipment and then, when the playground is looking tidy, walk to the line.
- Teachers will meet the line promptly at the end of break and lunchtimes, encourage the children to tidy up and line up sensibly.
- A second whistle will be blown to signal that playtime is over and chatting should stop by the teachers on duty.
- Teachers will ensure their line is quiet and ready and will lead the line into the building. The line should not be sent ahead of the teacher.
- The children should be silent to avoid disturbing any lessons in the hall when returning from the playground.
- Teaching partners will line the route into classrooms, monitor cloakrooms and ensure the children quickly move into class.

Appendix 3

3a

Summary of Classroom Behaviour Management Steps

Step		Actions – with take up time included
1	Redirection	A prompt in the right direction – direct towards the wanted behaviour
2	Reminder	Privately, if possible, remind of the rules and direct towards wanted behaviour
3	Caution	**Use the 30 second script** to make child aware of their behaviour and the consequences that might result if they do not stop (see Appendix 4)
4	Step outside Go straight to this step if the child's behaviour risks causing injury	Ask the child to step outside and have a conversation, following **the 2-minute** script, which encourages them to reflect on their behaviour and resets the boundaries. Time is given for the child to calm down. The child returns to class as soon as possible.
5	Internal referral	If the child refuses to comply with step 4 they may be asked to spend time in another classroom. If they refuse or if they have already been sent into another class, SLT are to be called to give support. This must be put on CPOMS and communicated to parents/guardians.
6	Restorative meeting	A meeting with the teacher and child to re-establish the relationship and if necessary, put in place proportionate consequences.
7	Formal meeting	A meeting is called with parents/guardians, the class teacher and/or a member of the SLT to discuss next steps if unwanted behaviour is ongoing. This would happen immediately in the case of a serious behavioural incident causing harm.
8	Follow up meeting	This will be necessary if the child is not responding to any measures put in place in Step 7 and constitutes a final warning.
9	Fixed term suspension	For serious incidents which cause harm or injury or for a child that does not respond to a Behaviour Support Plan. This will follow the Suspension and Permanent Exclusions Policy

3b

Summary of Lunchtime Behaviour Management Steps

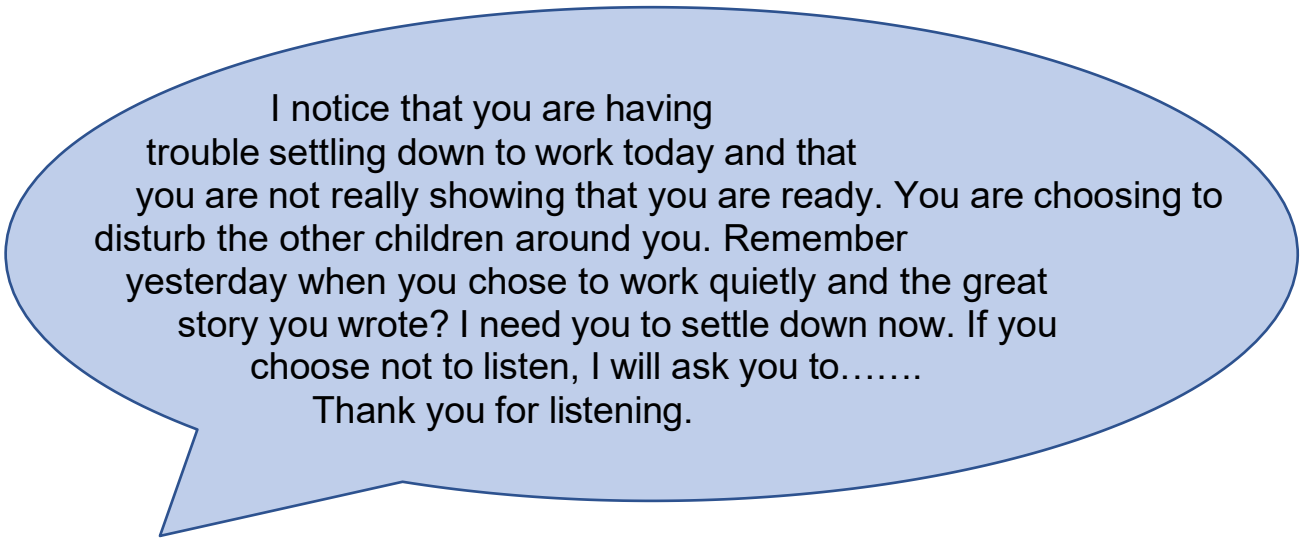
Step		Actions – with take up time included
1	Redirection	A prompt in the right direction – direct towards the wanted behaviour
2	Reminder	Privately, if possible, remind of the rules and direct towards wanted behaviour
3	Caution	**Use the 30 second script** to make child aware of their behaviour and the consequences that might result if they do not stop (see Appendix 4)
4	A private chat Go straight to this step if the child's behaviour risks causing injury	Ask the child to move to somewhere private and have a conversation, following **the 2-minute** script, which encourages them to reflect on their behaviour and resets the boundaries. Time is given for the child to calm down. The child returns to play as soon as possible
5	Internal referral	If the child refuses to comply with Step 4 and poor behaviour continues, they may be asked to spend time with a member of the SLT/pastoral team who is on lunchtime duty – therefore missing some playtime as a consequence of their behaviour. SLT/pastoral staff to record this on CPOMS and notify class teacher who can inform parent if necessary.
6	Restorative meeting	A meeting with the lunchtime playworker or member of the SLT and child to re-establish the relationship and if necessary, put in place proportionate consequences.
7	Formal meeting	A meeting is called with parents/guardians the class teacher and/or a member of the SLT to discuss next steps if unwanted behaviour is ongoing. This would happen immediately in the case of a serious behavioural incident causing harm.
8	Follow up meeting	This will be necessary if the child is not responding to any measures put in place in Step 7 and constitutes a final warning.
9	Fixed term suspension	For serious incidents which cause harm or injury or for a child that does not respond to a Behaviour Support Plan. This will follow the Suspension and Permanent Exclusions Policy

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.

An example



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 (see fogging techniques in 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 (Ready/ Respectful/ Safe) 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 "Ooooo" 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

Fogging Techniques

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

Restorative Practice

Restorative meetings at Naunton Park 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, restorative meetings 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 restorative meetings; Middle Leaders will support if requested. Proportionate, agreed and fair consequences maybe put in place if necessary.

Our Restorative meetings are structured in 6 steps:

- What's happened?
- What was each party thinking?
- Who feels harmed and why?
- What have each party thought since?
- What behaviours will each of us show next time?
- How can we put right the harm we have 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 restorative meeting. The following list is not exhaustive.

- Stay behind for 2 minutes 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.
- Be asked to stay in a limited part of the playground during break or lunch.
- Missing a game when representing the school in sports events.
- Loss of special privileges – for example being the register monitor.

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 her 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.**

	Behaviours	Consequences
1	*Trying to spoil a game *Boisterous behaviour *Not lining up (playground) Low Level Disruption *Uncooperative actions *Not getting on with task in hand *Using avoidance tactics *Disrupting others	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	*Repeatedly disrupting others in work and play *Inappropriate discussions and statements *Inappropriate language/swearing *Poor choices *Teasing *Hurt someone (carelessness) *Lack of respect for people or property *Misusing play equipment	Depending on individual: Loss of playtimes which include restorative conversations. Conversation to inform parent. Communication/home-school book in action.
3	*Swearing/verbal abuse of another *Physical assault (kicked/hit/bit as part of incident) *Refusal to accept prior guidance *Continual disruption over a period of time *Vandalism *Trashing of classroom *Persistent refusal to work *Spitting *Stealing	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. Restorative conversation to be held at an appropriate point in time.
4	*On-going of the above behaviours or extreme example of above behaviours *Physical assault (kicked/hit/bit without provocation) *Bullying	Suspension – period of time to be discussed. Or Permanent Exclusion. Restorative conversation to be held at an appropriate point in time.

5	*Racism *Homophobia *Specific behaviours related to an on-going issue *Physical assault – member of staff *Physical assault of peer (sits above depending on severity or number of times) *Sexual assault *Peer on peer abuse	External Suspension – time to be discussed. Discussion about managed move. Or Permanent Exclusion Restorative conversation to be held at an appropriate point in time.

**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 CPOMS.
- 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 SENCo for children as necessary. These risk assessments are stored on CPOMS.

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. There is a centralised record of those who have been trained maintained by the Deputy Headteacher. A list of those teachers who are trained is kept in the safeguarding leaflet available to all visitors from reception and is updated each year.

Please see the separate Positive Handling Policy for more detailed information regarding this.

Appendix 12

Further/Interesting Reading

When the Adults Change, Everything Changes: Seismic shifts in school behaviour 2017 by Paul Dix

After The Adults Change: Achievable behaviour nirvana 2021 Paul Dix
Naylor's Natters Podcast with Paul Dix 12th June 2020

https://www.youtube.com/watch?v=KTxGXiuLgb4 Bill Rodgers on behaviour 10 min

https://www.youtube.com/watch?v=doNJS7ACp1c Bill Rodgers – dealing with distractions confidently

https://www.youtube.com/watch?v=Q1bIQ1Hg00c Bill Rodgers – when a pupil says no

https://www.youtube.com/watch?v=PLFcaovsriA getting a settled class

https://www.youtube.com/watch?v=r351z1MqL10 establishing trust

https://www.youtube.com/watch?v=OkBU0NALqkc tactical ignoring