

# ROKEBY PARK PRIMARY SCHOOL



## Positive Behaviour Policy

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## Aims

At Rokeby Park Primary School, we work together to ensure our school is a happy and successful place. We are an inclusive school and work hard to meet the needs of all our pupils. We are a caring community with values which are built on mutual trust and respect for all. We have a responsibility to teach our pupils about appropriate behaviour and about what is and what is not acceptable. We believe that strong relationships between all staff and pupils underpin good behaviour. The staff and Local Governing Body will work in partnership with parents and other agencies to ensure high standards of behaviour are achieved. Our written statement of behaviour principles (Appendix 1) underpins the culture within our school.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education](#)
- [Preventing and Tackling Bullying](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

This policy complies with our funding agreement and articles of association.

Rokeby Park Primary School will not discriminate against any child, young person or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

## Definitions

All staff aim to ensure pupils are engaged in learning and help children to become responsible, respectful and resilient people. To do this, pupils need to understand they are responsible for their own behaviour. We use the school's positive behaviour policy to teach pupils about how to manage their feelings and behaviour in an appropriate way. Therefore, pupils need to have a clear understanding of the school's behaviour expectations.

### The school's behaviour aims are:

- **To be safe and allow others to be safe**
- **To respect all people and property**
- **To work hard and allow others to work hard**

Pupils are aware of the aims and these are visible all around the school. Pupils are reminded of the aims when staff issue warnings and talk to them about appropriate behaviour. All staff are responsible for discussing the aims with pupils and ensuring they understand these.

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against
- Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Homophobic	Homophobic bullying is classed as a person/group bullying another person/group verbally/physically/emotionally due to their gender/sexuality.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, the repeated negative use of sign language or gestures
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## Roles and Responsibilities

### The Trustees

The Constellation Trust Trustees are responsible for monitoring the effectiveness of the school's positive behaviour policy. The Local Governing Body is responsible for approving the policy and ensuring it is implemented.

### The Headteacher

The Headteacher is responsible for reviewing this positive behaviour policy and ensuring its effectiveness. The Headteacher will ensure the school environment encourages positive behaviour, that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Behaviour Leads

It is the responsibility of the school's behaviour leads to ensure that this policy and other policies relating to behaviour are implemented, regularly monitored and reviewed. The school behaviour leads will provide regular training for staff and also support staff with any concerns relating to pupils' behaviour needs. The behaviour leads are also responsible for: liaising with pupils, parents and staff, ensuring pupils' PHP plans are up to date and any physical handling incidents are recorded on a Positive Handling Report and uploaded to CPOMS, ensuring behaviour contracts and MEPs are regularly reviewed and are up to date They are also responsible for monitoring behaviour across the school and reporting to the Headteacher and Local Governing Body.

### Staff

All staff are responsible for:

- Knowing, understanding and implementing the behaviour policy consistently
- Modelling positive behaviour
- Dealing with and addressing inappropriate behaviour they see in school
- Ensuring pupils know and understand the school's behaviour aims and behaviour systems
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Establishing positive relationships with pupils
- Recording behaviour incidents accurately onto CPOMS
- Communicating with parents and outside agencies
- Ensuring pupils move calmly around the school at all times
- Dealing with any incidents of inappropriate behaviour in a consistent, calm adult manner

The senior leadership team will support staff in responding to behaviour incidents when necessary.

## Parents

We aim to work in partnership with parents and so involve parents early. Parents are key partners in reinforcing and supporting good behaviour in our school. We work with parents and can provide support if needed. Parents have a responsibility to respond and to work in partnership with the school to address any difficulties that arise.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support and work in partnership with the school to manage behaviour
- Model appropriate behaviour to pupils in the school
- Adhere to the school's, home-school agreement

## Pupils

Pupils should aim to:

- Follow the school behaviour aims at all times
- Take responsibility for their behaviour, be respectful and develop their resilience
- Understand that unacceptable behaviours have consequences

All pupils have the right to learn, to be safe and be happy. We have a pupil code of conduct which is displayed in all classrooms (Appendix 2).

## Rewards and Sanctions

In order to maintain high standards of behaviour we have a clear system of actions, which must be applied fairly and consistently and which take account of all circumstances, including the pupil's age.

### Rewards (Appendix 3)

We use a positive reward system which enables all children to succeed. All staff are responsible for rewarding positive behaviour and good work and effort. Rewards are used to praise and encourage pupils. Staff should focus on the types of behaviours they want from pupils – this will encourage pupils to display these positive behaviours. All staff should use positive language with pupils and develop positive relationships. Staff should ensure they use positive comments and when they are being critical of poor behaviour, they focus on the behaviour not the child. When staff are dealing with a behaviour situation, pupils should always be given a way out so they don't feel trapped and spiral into further negative behaviour.

**Pupils should never be criticised in front of other pupils. Any discussions about poor behaviour should be held in private. All staff must display consistent, calm, adult behaviour at all times.**

### REMEMBER: RIP & PIP

**RIP – REPRIMAND IN PRIVATE**

**PIP – PRAISE IN PUBLIC**

### Sanctions (Appendix 4)

Sanctions are used to teach pupils that there are consequences for inappropriate behaviour. Minor incidents should be addressed by the adult responsible at the time. Sanctions, where possible, should be immediate and of short duration. A restorative approach should be used, referring to the restorative questions.

Pupils may need to work away from their class if there has been a serious or persistent breach of this policy. If a pupil is disruptive during lessons they will work away from their class and be expected to complete the same work as they would in class. They will be supervised by a member of the behaviour team. This move will be planned in consultation with the school's behaviour leads.

## **Behaviour Beyond the School Gates**

Teachers have the power to discipline pupils, within reason, for inappropriate behaviour outside the school premises (DfE: Behaviour and Discipline in Schools, 2016). The school will respond to non-criminal poor behaviour and bullying which occurs off the school premises and which is witnessed by a member of staff or reported to the school. The behaviour of a pupil outside school can be considered grounds for an exclusion.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school organised or school related activity
- Misbehaviour when travelling to or from school
- Misbehaviour which poses a threat to another pupil or member of the public
- Misbehaviour which could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

If a child leaves the school premises at the wrong time, a member of the senior leadership team must be informed immediately. The member of staff witnessing the child leaving the premises should alert other members of staff and someone should follow the child immediately, trying to keep them in sight but not chasing them (as this may cause them to run). The senior leadership team will ensure parents are contacted and if necessary alert the police.

## **Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child is in need of services, or may have been abused by someone else.

Please refer to our Safeguarding Policy and Policy on Allegations of Abuse Against Staff, for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Behaviour Management**

### **Classroom/school behaviour management**

All staff are responsible for setting the tone and context for positive behaviour within the school. At the start of each academic year, each class produces their own class charter for behaviour which links to the school's behaviour aims and pupil code of conduct. This is completed as a whole class to help enable the pupils to take responsibility for their own behaviour. The class charter, school behaviour aims, pupil code of conduct and school positive behaviour policy are revisited regularly so that pupils know and understand these and their purpose. We believe that strong positive relationships between staff and our pupils underpins good behaviour in the school. The pupils and staff are expected to model appropriate behaviour and take an active role in reviewing behaviour.

All staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Ensure quality first teaching at all times
- Display the class charter, pupil code of conduct and school behaviour aims in their classrooms
- Greet pupils at their classroom door each morning, break and lunch time
- Escort and manage their classes as they move through the school
- Use behaviour scripts when supporting pupils to manage their behaviour
- Develop a positive relationship with pupils

Staff will not:

- Shout at pupils – shouting is not an effective behaviour management tool
- Reprimand/humiliate pupils in public
- Be aggressive
- Talk down to a pupil who is angry

### **Green behaviour and traffic light system**

All staff have high expectations regarding pupils' behaviour. All staff are consistent and persistent in ensuring pupils understand what green behaviour should look like and use the same positive corrective language to ensure that pupils understand how to correct their behaviour. Green, amber and red behaviour examples are displayed in each classroom so that pupils know and understand these (Appendix 5).

Examples of positive language used by staff:

- To be in green you need to....
- You are showing green sitting etc.
- In this school we....
- When I see you are....., then you can.....

Examples of pupils showing green behaviour and following the school's behaviour aims would be if they show respect for themselves and others, work hard, follow instructions, walk quietly around the school, look after property, show good manners and are kind. Positive reinforcement is used to ensure pupils know they are showing green behaviour.

Traffic lights are used in every classroom as a visual tool to indicate levels of behaviour for each pupil. At the start of each new day all pupils start with their name on the green traffic light. Staff are responsible for ensuring all pupils' names are on green at the start of the day and for ensuring that any new pupils have a name for the traffic lights on their first day at school. Throughout the day, if any pupil displays inappropriate behaviour their name will be moved, by a member of staff, onto the appropriate traffic light colour. The pupil will be encouraged to get back into 'green' as quickly as possible by improving their behaviour and this should then be a fresh start. At this point it would be advisable to speak to the pupil to remind them of the behaviour expectations. All classes have traffic lights – red at the bottom, amber in the middle and green at the top (larger circle). All pupils have a laminated name card that is placed on the traffic lights. If groups of pupils use different rooms, staff need to have a set of mobile traffic lights that can be displayed in the rooms being used by different groups. Staff are responsible for ensuring traffic lights are in place in classrooms and where needed in other areas of the school.

Any pupil who struggles to consistently correct their own behaviour and follow the school behaviour aims will be identified by class teachers as needing more tailored support and a graduated response will be implemented. The teacher will work in conjunction with the school behaviour leads, the SENCO, the pupil's parents and the pupil to develop a Multi-Element Plan (MEP) to help support the pupil's behaviour needs. This plan involves:

- Identifying the pupil's behaviours
- Identifying possible reasons for the behaviours and what the pupil might be trying to tell you
- Identifying and overcoming stressors/triggers for the pupil
- Identifying how to adapt the environment/provision to allow the pupil to succeed
- Ensuring the pupil has appropriate interventions in place to remove barriers to learning
- Ensuring that possible risks are identified and that strategies are in place to de-escalate these

### **Restorative approach** (Appendix 6)

The school uses a restorative approach to dealing with any incidents of inappropriate behaviour. We believe this approach helps to teach the pupils that they are accountable for their actions and the choices they make. Restorative questions are used with pupils to help them think about how their actions have impacted on themselves and others and to understand how they can improve their behaviour. Using a restorative approach gives the pupils a voice and ensures they are involved in planning next steps when addressing any behaviour incidents.

### **Playtime and lunch time**

All playtimes and lunch times are well staffed. Achievement Support Assistants (ASAs) supervise pupils at lunch time and also support teachers during playtimes. ASAs leave the classrooms early before break time to ensure they supervise and monitor the corridors and cloakrooms. When on duty, all staff must monitor all areas of the playground. Staff also interact and play games with the pupils. The playground shed has a selection of resources to be used at lunchtime and pupil monitors to help distribute and collect equipment in. Stickers and praise are given to reward good behaviour and at the end of each break a Key Stage 1 and a Key Stage 2 good behaviour reward card is issued to a pupil who has shown good behaviour throughout break time. ASAs on duty are responsible for ensuring these awards are given.

We have developed strategies to support pupils who present challenging behaviour over the lunchtime period. These include:

- Early identification of pupils who present challenging behaviour over the lunchtime period
- ASAs (who are well known to the pupils), alongside lunch time assistants working on the playground at lunchtime to support pupils in their play, promote positive behaviour and reward good behaviour and good manners at every opportunity (stickers etc.)
- Clubs and groups in place and vulnerable pupils attend

- Monitoring of identified pupils by staff and also SLT
- Pupils who are at risk of poor behaviour may be required to play under the direct supervision of an adult
- Pupils who are at risk of poor behaviour may undertake one to one or small group work with an adult over the whole or part of the lunch period
- Communication with parents
- Pupils may be placed in seclusion, under the supervision of a member of staff

### **Assemblies**

During assemblies a class teacher or member of support staff must accompany every class. During the assembly all staff are responsible for maintaining pupil behaviour. If any pupil displays inappropriate behaviour this must be addressed by the member of staff responsible for the class or sat closest to them. Staff should ensure they interact with pupils and monitor their behaviour throughout. For example, a member of staff might need to go into the line of pupils sat in the hall and give reminders about being quiet and respectful. Stickers and praise can be given to reward good behaviour during assembly time.

### **Educational visits, trips and sporting events**

The school has high expectations of all pupils, particularly when they are out at educational visits or sporting events when they are representing the school. Pupils should maintain excellent behaviour at all times. In line with our Educational Visits Policy, parents of any pupil displaying inappropriate behaviour will be contacted when a letter goes out notifying parents of a forthcoming visit/trip. If behaviour is causing concern, the phase leader and class teacher will complete a risk assessment and meet parents and the pupil's behaviour will be monitored in the period before the visit/trip. Every effort will be made to include the pupil on the visit/trip. Strategies will be put in place to try to ensure the pupil is successful and can attend. This may involve including the pupils parent on the visit/trip. However, if the pupil's behaviour does not improve and is a health and safety risk, they will not be able to attend and will remain in school. If the pupil has displayed inappropriate behaviour on a previous visit/trip when representing Rokeby Park Primary School, the school reserves the right to exclude the pupil from subsequent visits/trips and the parents will be informed.

### **Extra-curricular clubs**

When pupils have been offered a place to attend an extra-curricular club they must ensure they maintain a high standard of behaviour. If a pupil's behaviour has been a cause for concern throughout the school day and the pupil is due to attend an after school club, the school reserves the right to withdraw them from the club and parents will be contacted. If the school has been unable to contact the parents the pupil will not attend the club and instead will be supervised by a member of SLT until the parents arrive (or the club has ended if a child walks home alone). Staff will then continue to contact parents to inform them about the pupil missing the club due to their inappropriate behaviour. If a pupil attends an after school club and their behaviour causes a concern during the club, the school reserves the right to withdraw the club and parents will be informed.

### **Physical Restraint**

In some circumstances, staff may use reasonable force:

- when an individual poses a significant risk to self
- when an individual poses a significant risk to others
- when an individual causes damage to property that may result in significant risk of harm to self or others

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded onto a Positive Handling Report, reported to parents and uploaded onto CPOMS

'Reasonable force' is used to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances, such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

For further information, please refer to the school's Physical Intervention Policy

### **Screening, Searching and Confiscation** (Appendix 7)

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any banned item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's guidance (Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies, 2018).

## **Peer on Peer Abuse**

At Rokeby Park Primary School, we believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person. There are many forms of abuse which may occur between peers, including:

- all forms of bullying
- being coerced into sending sexual images (sexting)
- physical or sexual assaults
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated or passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration given to the impact on the child's emotional well-being and mental health.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council/East Riding EHaSH.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the school's Anti-Bullying Policy or Online Safety Policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions will be applied.

(DfE: Sexual Violence and Sexual Harassment between Children in Schools and Colleges, 2018)

## **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Mental health and well-being**

Some pupils may have mental health and well-being needs and we work hard to promote the positive mental health and well-being of all our pupils. We do this by:

- creating an environment where pupils feel safe and happy
- ensuring mental health and well-being is part of the school curriculum
- identifying and supporting pupils' specific mental health needs
- referring pupils to specialist provision when necessary

For further information, please refer to our Mental Health and Wellbeing policy.

## **Graduated Response** (Appendix 9)

Early identification of pupils who may have special educational needs, including social, emotional, and mental health needs, is vital. As part of the Assess, Plan, Do, Review process, we have developed a graduated approach to ensure appropriate strategies are put in place, in school, at the earliest opportunity to ensure pupils have the necessary support.

**At all stages the assess, plan, do, review model will be used.**

**Stage 1:** Classroom behaviour systems in place.



**Stage 2:** Where behaviour choices start to escalate and the usual behaviour systems are not working for the pupil, a behaviour review will be held with the child's parent, class teacher, behaviour lead and SENCO. At this stage, additional strategies will be put in place to support the pupil to lead to effective change in their behaviour.

**Stage 3:** If inappropriate behaviour continues to escalate a further meeting will take place and this will involve all the above and Rising Stars, the Constellation Trust's primary outreach behaviour support. Outreach support services may be used.

**Stage 4:** At this stage it may be decided that a managed move, within the Trust, may be beneficial or that a referral for a Rising Stars intervention placement may be needed.

## Record Keeping

The following incidents should be logged onto CPOMS:

- Repeated amber and red level behaviour incidents
- Racial, homophobic and discriminatory incidents
- Acts of bullying and harassment
- Repeated low level incidents that occur over a period of time

## CPOMS

CPOMS is an electronic system which is used to record safeguarding and behaviour incidents. The system works alongside the school's safeguarding and behaviour processes and is used to effectively track and monitor incidents and patterns of behaviour. All medium and high level incidents are logged as well as any incidents for pupils with behaviour plans.

When logging a behaviour incident, the following information should be recorded:

- Names of pupils involved
- Name of staff involved, including any witnesses
- Date
- Location of incident
- Time of incident
- What happened, including what was said, duration
- pupils' response and outcome
- details of any injuries including marks to the skin
- details of any damage to property
- What actions were taken, including any sanctions
- If any follow up action is needed
- People informed (staff, parents, governors, outside agencies etc.)

The school's behaviour leads are responsible for regularly (half termly) monitoring the behaviour across the school. It is important that accurate and factual records are kept. These help us to identify patterns and then ensure appropriate strategies are in place to support pupils who are struggling. Records are also sometimes used for legal purposes.

## Suspension and Exclusion

In exceptional circumstances a pupil may need to be suspended or excluded from school. Further information on suspension and exclusion can be found in The Constellation Trust's Suspension and Exclusion Policy.

## Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

## Training

All staff will receive regular training on the school's positive behaviour policy and expectations. All staff will also be trained in 'The Management of Actual or Potential Aggression Foundation Programme for Schools' (MAPA). Further training and continued professional development will be provided as necessary.

As part of the school's induction process, new staff will receive a copy of the school's Positive Behaviour Policy and will discuss its contents with one of the school's behaviour leads. Any training needs will be identified during this discussion.

Behaviour management will also form part of the school's continuing professional development plan. The school's behaviour leads keep a log of all behaviour training that has been completed by staff.

The SLT have the responsibility to identify on-going training needs of staff and will ensure where needs are identified training and support is put in place.

## **Monitoring arrangements**

This positive behaviour policy will be reviewed by the Headteacher, the school's behaviour leads and the Local Governing Body annually.

## **Links with other policies**

The Positive Behaviour Policy is linked to the following policies:

- Physical Intervention Policy
- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- On-line Safety Policy
- Well-being Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Whistle Blowing Policy
- Equal Opportunity Policy – check all these

## **Review**

This policy will be reviewed annually.

## **Appendix 1: written statement of behaviour principles**

- Every member of the school community feels valued and respected, and each person is treated fairly and is not subjected to any form of discrimination;

- All our pupils feel safe and well cared for and have their social and emotional needs met;
- We encourage our pupils to be respectful, responsible and resilient people;
- Provide a positive, happy, welcoming learning environment;
- Provide an inspiring, ambitious and relevant curriculum that triggers our pupils' curiosity;
- All pupils have the opportunity to learn free from the disruption of others;
- All staff and volunteers set an excellent example to pupils at all times;
- Rewards, sanctions and reasonable force are used consistently by all staff, in line with the behaviour policy;
- The behaviour policy is understood by all pupils and staff;
- Families are involved in behaviour incidents to help ensure good relationships between school and home are maintained;
- Violence and threatening behaviour will not be tolerated in any circumstances.

## **Appendix 2: Pupil code of conduct**

Pupils are expected to:

- Follow the school's behaviour aims
- Attend school and be on time every day
- Work hard and allow others to learn
- Move quietly and sensibly around the school
- Walk in single file, not running or shouting in the corridors
- Listen to members of staff and follow instructions politely and calmly
- Show respect, kindness and be polite to each other pupils, members of staff and visitors
- Never insult, undermine or swear at anyone
- Treat the school buildings and school property with respect and never damage school property
- Wear the correct uniform at all times
- Understand that inappropriate behaviours have consequences
- Accept sanctions when given
- Behave appropriately when outside school and remember you are an ambassador for the school
- Take responsibility for their own behaviour
- Be tolerant and accept differences in others

**I understand there will be consequences if I do not observe the school's code of conduct**

These standards, and many others, are discussed, reminded and lived constantly throughout the day, and every pupil and member of staff is familiar with them.

## Appendix 3: Rewards

### Rewards

<p>Praise: smiles, thumbs up, gestures, positive comments (be specific about what you are praising), thank you, well done etc. (this can be verbal and non-verbal)</p>	<p>Should be used to help engage pupils in their learning and promote positive behaviour. It should also be used to reward effort as well as achievement. For example you might say 'Thank you for staying in your seat', 'Well done for trying hard with your writing', 'I'm really impressed with how quietly you are all walking down the corridor', 'I'm really impressed with how you are all lining up'.</p>
<p>Stickers/praise notes</p>	<p>Stickers and praise notes can be used to promote and reward positive behaviour and good work/effort etc. Ensure pupils understand why they have been given the sticker/note (be specific) and encourage pupils to take these home to share with parents.</p>
<p>Dojos</p> <p>Dojo Categories are set up to cover the school behaviour aims.</p> <p>Teachers can also set up categories to meet their class needs.</p>	<p>Children will receive positive Dojos to promote and reward positive behaviour and good work/effort. When pupils have achieved 50, 100, 150, 200 (etc.) Dojos, they will be awarded with a Dojo certificate in the Friday award assembly. It is the responsibility of class teachers to print off and prepare the certificates and bring them to the assembly.</p> <p>Dojos can be used as a whole class reward. For example, if a member of staff notices a class is lining up well, working hard etc. a whole class bonus can be awarded.</p> <p>If a class achieves 10 whole class Dojo awards by Friday each week they will be awarded extra play time.</p>
<p>Good work shown to another member of staff/show case work on display in the classroom/school</p>	<p>This strategy can be used to reward pupils for their achievements and effort and can help to boost their self-esteem and attitude to learning.</p>
<p>Play time awards</p>	<p>At the end of each play time a child from each key stage is chosen to receive the play time good behaviour award card.</p>
<p>Classroom prizes/awards</p>	<p>These can be awarded by the class teacher. They should be simple and age appropriate.</p>
<p>Special responsibilities/privileges</p>	<p>These can be used to reward pupils and also to promote positive behaviour and can be used at the discretion of the class teacher. Sometimes these can be used to support pupils who need extra support to stay in green.</p>
<p>Positive discussion with/phone call to parent</p>	<p>Staff can speak to parents at the end of the day when pupils are collected from school; alternatively parents can be contacted by telephone or through the class Dojo system.</p>
<p>Star Pupil award</p>	<p>These are presented each Friday. The Star Pupil award will be chosen by pupils in the class. This award will be based on good/improved behaviour/kindness/being a good friend etc.</p>
<p>Excellent Work award</p>	<p>The Excellent Work award will be chosen by the class teacher. This is awarded for achievement/effort in work. The class teacher will come to the front of the assembly and give a short account of why the pupils have been selected for the awards. Where possible the pupils' work will be</p>

	shown.
Special reward programme for individual pupils	Sometimes it is necessary to set up bespoke rewards systems for some pupils. Teachers can discuss these with the behaviour leads in school.
Attendance/punctuality rewards/awards	Pupils who have good attendance are rewarded with praise. If a class achieves 100% attendance they are all awarded a 100% attendance sticker during assembly and are allocated extra playtime (in negotiation with their class teacher). The class with the highest weekly attendance receives the school's attendance trophy (as long as this is above the school's attendance target). All pupils with 100% attendance over a term have their name placed into the termly 100% attendance draw. The prize for this is a £10 voucher. If a pupil with poor attendance/punctuality improves their attendance they receive rewards and praise from the school's attendance lead.

Throughout the school pupils are encouraged to become independent, responsible, resilient people. We do this in the following ways:

- School Council
- Head boy/girl
- Class charter
- School behaviour aims
- Lunch time helper jobs
- Playground monitors
- Playground buddies
- Shop workers
- Online safety officers
- Anti-bullying ambassadors
- Initiating restorative circles

This list is not exhaustive

## Appendix 4: Sanctions

### Sanctions

Low Level	Sanction
Pushing in Teasing/name calling/being unkind Interrupting teacher Not listening Attention seeking Messing about Spoiling others' games Telling tales Avoiding work/off task Being noisy Running inside Arguing with peers Dropping litter Not following instructions Lying Refusal to wear correct uniform	A look from adult Use of voice (a lower tone, on a one to one basis, usually works well) Gestures A quiet word Verbal warning (this doesn't mean shouting it across the class) Advice e.g. 'try that again' Change of place in the classroom Move to work on individual table Low level detention (i.e. miss 5 minutes of play/lunch time) Work completion in own time Name in amber EYFS: calm time
Medium Level	Sanction
Repeating low level behaviour after reminders given Aggressive pushing Answering back/arguing/being rude to staff/pupils Not listening to warnings Refusal to follow instructions Messing with resources/pushing things onto the floor Damaging property/resources Disrupting others Refusal to complete work Walking out of the classroom to calm down/not returning when advised Lying Biting (age/stage dependent) Graffiti Not following the school's behaviour aims	Name in amber Name in red Sent to Phase Leader → Sent to Behaviour Lead and BAP completed Report card issued Move to work on individual table Removing graffiti or clearing up a mess they have made Longer period detention over play/lunch time (missing play/lunch time) Completing work in own time (play/lunch) or after school (the child's parent must be informed if the child is staying to complete work after school) Withdrawal of privileges (after school club etc.) Daily monitoring (teacher) Daily monitoring (behaviour lead) Exit from class (this must be planned with the school's behaviour leads and NOT into another class) Contact with parents Behaviour contract set up and MEP put in place EYFS: calm time
High Level	Sanction
Repeating medium level behaviour after reminders given Verbal abuse of pupils/staff Swearing at pupils/staff Using inappropriate or sexualised language towards pupils/staff Not listening to or responding to warnings Refusal to follow instructions Physical abuse of pupils/staff Being aggressive in a physical way (biting, hitting, kicking, fighting) Bullying Endangering others and themselves Damage to property/graffiti/vandalism Throwing furniture/classroom/inappropriate playground resources Racial or homophobic comments/abuse Stealing	Name in red Report card issued if in red 3 times in one week Sent to Phase Leader → Sent to Behaviour Lead (BAP completed) → Sent to Headteacher Move to work on individual table Detention/complete work in own time Withdrawal of privileges Daily monitoring (behaviour lead) Exit from class (this must be planned with the school's behaviour leads) Working in seclusion (supervised by member of behaviour team) Contact with parents/meeting with parents Behaviour contract set up and MEP put in place Fixed term exclusion (can only be issued by Headteacher) Permanent exclusion (can only be issued by Headteacher)

Lying Walking out of the classroom and refusing to return when advised Absconding from school Bringing a prohibited or banned item into school Not following the school's behaviour aims	
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Repeated incidents of low/medium level behaviour could lead to a child being placed in red.

On very rare occasions there will be actions that warrant immediate removal from the classroom where physical intervention is needed; however, this would be done as a **last resort**. If this happens a member of the Senior Leadership Team must be informed immediately.

Actions that could lead to immediate removal using physical intervention are:

- Fighting
- Throwing furniture/resources
- Attacking child or adult
- Where pupils or adults are in danger

An alternative to physically removing a pupil from the classroom would be to evacuate other pupils and staff.



## Appendix 5: Green, Amber and Red Behaviour

<b>What is green behaviour?</b>
<ul style="list-style-type: none"><li>• Using kind words</li><li>• Being helpful and polite</li><li>• Respecting others</li><li>• Being a good friend</li><li>• Allowing others to learn</li><li>• Following the school behaviour aims</li><li>• Following instructions</li><li>• Working hard and trying your best</li><li>• Listening</li><li>• Walking inside school</li><li>• Respecting others' belongings and the school</li><li>• Wearing school uniform</li></ul>
<b>What is amber behaviour?</b>
<ul style="list-style-type: none"><li>• Pushing in</li><li>• Teasing or name calling/being unkind</li><li>• Interrupting teachers and being rude</li><li>• Not listening to warnings and instructions</li><li>• Spoiling others' games</li><li>• Telling tales</li><li>• Avoiding work and being off task</li><li>• Poor attitude</li><li>• Refusing to complete work</li><li>• Wasting time</li><li>• Being noisy when asked to work quietly</li><li>• Causing disruption</li><li>• Running inside</li><li>• Arguing with others</li><li>• Dropping litter</li><li>• Not following instructions</li><li>• Walking out of the classroom</li><li>• Not following the school behaviour aims</li><li>• Bringing banned items into school</li><li>• Refusal to wear correct uniform</li><li>• Inappropriate use of IT and social media both in and out of school</li></ul>
<b>What is red behaviour?</b>
<ul style="list-style-type: none"><li>• Repeating amber behaviours after reminders have been given</li><li>• Not listening to or responding to warnings</li><li>• Not following the school behaviour aims</li><li>• Answering back/arguing/being rude</li><li>• Speaking in a threatening or aggressive way towards others</li><li>• Being threatening or aggressive in a physical way towards others (biting, hitting, kicking, fighting)</li><li>• Lying</li><li>• Damaging property/resources/graffiti/vandalism</li><li>• Walking out of the classroom and refusing to return when advised</li><li>• Bullying</li><li>• Endangering others and themselves</li><li>• Throwing classroom resources/furniture/inappropriate playground resources</li><li>• Swearing at others</li><li>• Use of inappropriate language</li><li>• Racial or homophobic comments/abuse</li><li>• Stealing</li><li>• Absconding from school</li><li>• Bringing a dangerous item into school, such as an offensive weapon</li><li>• Refusal to wear correct uniform</li><li>• Inappropriate use of IT and social media both in and out of school</li></ul>

## Appendix 6: Restorative Practices

The aim of Restorative Practices is to develop the school community and manage conflict and tensions by repairing harm and building relationships.

Restorative Practices are about working WITH people rather than doing things TO or FOR them. It is about offering high levels of support, whilst challenging inappropriate behaviour through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries.

### Fair Process – The Central Idea

Individuals are most likely to trust and cooperate freely with systems –whether they themselves win or lose by those systems – when fair process is observed.

#### 1. Engagement

Involving individuals in decisions that affect them by asking for their input and allowing them to refute the merit of one another's ideas.

#### 2. Explanation

Everyone involved and affected should understand why final decisions are made as they are. Creates a powerful feedback loop that enhances learning.

#### 3. Expectation Clarity

Once decisions are made, new rules are clearly stated, so that everyone understands the new boundaries and consequences of failure.

After any behaviour incident a restorative approach can be used to help pupils to understand how their behaviour has impacted on others and how they can change their behaviour for the future.

### Restorative Questions

#### When challenging behaviour:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

#### To help those affected:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- How has this affected you and others?
- What do you think needs to happen next?

## Appendix 7: Screening, Searching and Confiscation

School Staff are able to search pupils, with their consent, for any item. The age of the child and any other factors, such as SEND, should be taken into consideration.

If a pupil is being searched by a member of staff, there must also be a witness present (also a member of staff).

The Headteacher and any staff authorised by the Headteacher can search pupils or their possessions, without consent, where they suspect the pupil has a 'prohibited item'.

### **Prohibited items are:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, lighters and matches
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any item banned by the school which has been identified as an item that can be searched for

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Staff may search a child, with consent, for items identified and listed here as being banned from the school.

The school adheres to national guidance.

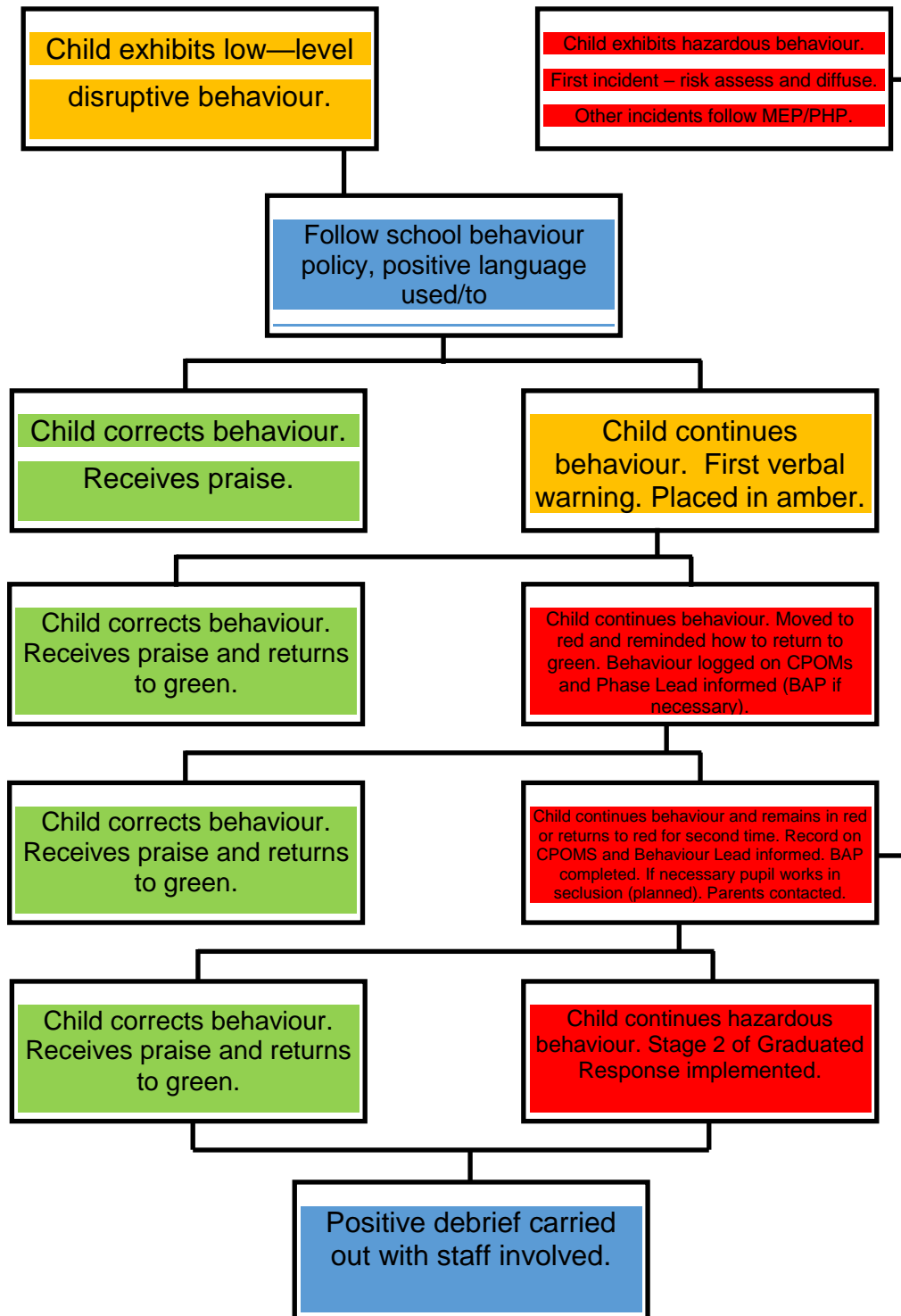
### **Banned items:**

The following items are banned under this policy:

- Mobile phones (if these are needed before or after school they should be handed into the school office at the start of the day and collected at the end of the day)
- Sweets
- Chewing gum
- Condoms
- Aerosols
- Ipods or other valuable electrical gadgets
- Laser pens

## Appendix 8: Behaviour Pathway

### Rokeby Park Primary School Behaviour Pathway – Stage 1



#### Behaviour outreach support to be provided when necessary:

- Early Help
- Rising Stars
- Whitehouse Outreach
- School Nurse
- Educational Psychologist

## Appendix 9: Graduated Response

**Stage 1: Classroom behaviour systems in place. Class teacher to contact parents via telephone to discuss any changes in a pupil's behaviour. Details of all telephone conversations must be logged onto CPOMS. If necessary, a behaviour action plan will be completed.**

### Stage 1: Behaviour over the course of one day:

1. Verbal warning given and reminder of what 'green' behaviour looks like.
2. 1<sup>st</sup> warning: pupil's name moved into the AMBER traffic light with a reminder about what 'green' behaviour looks like.

Pupils are encouraged to improve their behaviour and to move back into 'green' as soon as possible. This may be the point when a pupil needs to be moved to another area of the classroom (all classrooms have a specific separate area for pupils to move to and work from) to avoid them being involved in any further disruption. However, if behaviour persists:

3. 2<sup>nd</sup> warning: pupil's name moved into the RED traffic light with a reminder about what 'green' behaviour looks like.
  - behaviour incident recorded onto CPOMS and phase lead informed (BAP completed if necessary)

At this point the pupil may need to work in another area of the classroom. Again, pupils are encouraged to improve their behaviour and move back into 'amber' and then 'green' as soon as possible.

Class teachers are responsible for ensuring the school behaviour leads and SENCO are aware of emerging patterns of behaviour.

However, if behaviour persists:

4. 3<sup>rd</sup> warning: pupil's name moved into RED for the second time in a day:
  - behaviour incident recorded onto CPOMS and behaviour lead informed
  - pupil is sent to behaviour leader and BAP is completed and discussed with the pupil and class teacher.
  - if necessary, the pupil will work in seclusion and be supervised by a member of staff from the behaviour team
  - the class teacher will contact the child's parents and discuss the behaviour action plan with them. The discussion with parents will focus on home and school working together to support the pupil to improve their behaviour. Parents should be asked to discuss the inappropriate behaviour with their child and talk about how this affects others and the consequences that may result if the pupil's behaviour does not improve. All conversations must be recorded on CPOMS (complete a parent discussion log and ask the parent to sign this when they are available. This should then be scanned onto CPOMS). A copy of the behaviour policy should be sent to the parent.

The school behaviour leads will monitor behaviour records on CPOMS regularly (at least once each half term).

If there have been three or more red incidents recorded in a half term this will trigger Stage 2.

**Stage 2: Where behaviour choices start to escalate and the usual behaviour systems are not working for the pupil, a behaviour review will be held with the child's parent, class teacher, behaviour lead and SENCO. At this stage, additional strategies will be put in place to support the pupil to lead to effective change in their behaviour. Details of the meetings must be logged onto CPOMS by the behaviour lead and a behaviour contract and MEP will be created.**

### Stage 2: Responding to persistent low level and continued offensive and disruptive behaviours

If there have been three or more serious behaviour incidents in the half term the following process begins:

Class teachers are responsible for ensuring the school behaviour leads and SENCO are aware of emerging patterns of behaviour.

The class teacher, with support from the school's behaviour leads, is responsible for initiating a meeting with parents, the class teacher, the school behaviour lead and the school SENCO. The focus of the meeting will be to discuss the emerging patterns of behaviour and to discuss ways to both challenge and support the pupil to encourage them to improve their behaviour. During the meeting a behaviour contract and MEP will be completed and copies will be given to parents and the pupil. The plan must be agreed and signed by the parents. At this point, the pupil will be placed on report and this will be monitored daily by one of the school's behaviour leads. Any appropriate privileges will be removed and the pupil will have break times removed and will be supervised by a member of staff. The pupil will have the opportunity to earn privileges and break times back, in part and then fully, from the second day of being on report, if positive comments are recorded on their report card. The report will run for one week and then will be reviewed. The report must be sent home every day and the parent must comment, sign and return to school the following day. The pupil will remain on report for four weeks and will be monitored during this period by the school's behaviour lead. If behaviour improves the report will cease. If there is no improvement this will lead to Stage 3.

All meetings must be recorded onto a parental discussion log and then uploaded onto CPOMS. Follow up meetings must be arranged to review the plan and progress of the pupil.

**Stage 3: Following this, if the behaviour continues to escalate a further meeting will take place and this will involve all the above and Rising Stars, the Constellation Trust's primary outreach behaviour support. Outreach support services may be used.**

**Stage 3: Where no change in behaviour occurs or inappropriate behaviour escalates**

Parents must be contacted and a further meeting arranged immediately. Further behaviour and support strategies will be discussed and recorded. The behaviour contract and MEP will be reviewed.

During Step Three, in discussion with the parents, class teacher, behaviour leads, SENCO, consideration will be given as to whether the pupil should be placed on the school's special educational needs register under the social, emotional and mental health needs category. At this stage the pupil's behaviour plan will be reviewed and support from other agencies may also be necessary. Further meetings will be arranged with the pupil's parent and these will take place weekly. The Headteacher will be involved throughout Stage 3.

**Stage 4: At this stage it may be decided that a managed move, within the Trust, may be beneficial or that a referral for a Rising Stars intervention placement may be needed. Details of the meetings must be logged onto CPOMS by the behaviour lead and the child's behaviour contract and MEP will be reviewed and updated.**

**Stage 4: Pupil is at risk of exclusion**

Where all the above steps have not had impact and the pupil's behaviour has not improved the pupil's behaviour a meeting will be arranged with the pupil's parents, class teacher, school behaviour leads, SENCO, Headteacher and any outside agencies involved with the pupil.

The focus of the meeting will be to discuss strategies already in place and any further support that can be sought. The possibility of a managed move and exclusion will be discussed and the MEP will be reviewed and updated. The Headteacher will be involved throughout Stage 4.

**Strategies to support pupils with SEMH difficulties:**

School	External Agency
<ul style="list-style-type: none"> <li>• Checklists in class for task completion</li> <li>• ELSA</li> <li>• MEP plan</li> <li>• Boxall profiling</li> <li>• Social/friendship groups</li> <li>• My Star</li> <li>• Daily behaviour targets</li> <li>• Key adult check ins/outs</li> <li>• Restorative practice</li> <li>• Visual consequence charts in classrooms</li> <li>• Visual timetables</li> <li>• Now/next boards</li> </ul>	<ul style="list-style-type: none"> <li>• School nurse support</li> <li>• Advotalk sessions</li> <li>• Rising Stars outreach</li> <li>• Rising Stars placement</li> <li>• Whitehouse outreach</li> <li>• Early Help</li> <li>• CAMHs referral</li> <li>• Educational Psychologist</li> <li>• Formal assessment</li> </ul>

## Appendix 10: Classroom traffic light reminder poster



**Well done! You are a Rokeby Park Star!**

**If you are not making good choices the adult will give you a verbal warning and remind you of our school behaviour aims.**

**The adult may also:**

- **Ask you to move to the time out table.**
- **Remind you how to get back to green.**
- **Move your name into amber.**
- **Take away a privilege, such as some of your break or lunch time.**

**If you make good choices, your name will be in green.**

**If you continue to make bad choices, your name will be in red.**

**The adult may also:**

- **Ask you to move to the time out table.**
- **Take away privileges, such as break or lunch time.**
- **Telephone your parent/carer to talk about your behaviour.**

**If your name goes into red again in the same day you may be sent to work somewhere on your own and away from your class. You will also be sent to a senior leader in school.**



## Appendix 11: Strategies for dealing with inappropriate behaviour

- Be the consistent, calm adult
- Appropriate use of voice in terms of pace, volume and tone - lowering the voice and speaking to the pupil on a one to one basis can be very effective. Talking in a calm and supportive way to remind the pupil you are there to help when they are in crisis.
- Reward good behaviour, praise more often than criticise
- Strive to achieve cooperation rather than confrontation
- Be critical of poor behaviour, not the person
- Give pupils a way out so they don't feel trapped (give choices)
- Don't hold grudges, remember you are working with children who have not yet fully developed emotionally
- Follow the school behaviour policy
- Adjustment of body position to ensure minimum threat to the child and maximum safety for staff (sideways stance)
- Standing near a pupil to let them know you are there and will give them attention
- Facial expression and eye contact is positive and calming
- Appropriate use of humour (if this works with the child/class)
- Make clear the expectation of all concerned in the incident and the likely consequences if behaviour deteriorates further
- Seek help from other staff to diffuse the situation - time out to cool down
- Seek other staff to witness and assist in the recording of the incident whenever possible
- Don't speak about pupils in a negative way, this brings everybody down. It's OK to discuss pupil's behaviour but remember you are a professional and you have chosen to work with children
- Greet pupils in the morning/at the start of lessons
- Establish clear routines for throughout the day
- Communicate expectations of behaviour in ways other than verbally. Such as, quietly remove a pencil/pen if a child is tapping, quietly tap the chair of a pupil who is swinging on it
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption – i.e. ignoring low-level behaviour and praising pupils who are displaying positive behaviour as a distraction technique
- Use positive reinforcement
- Avoid confrontation but be directive and firm when needed (never get into an argument)
- Avoid idle threats (ensure you can carry out the consequence you are putting in place)
- Think before you speak and remaining the calm adult in all situations
- Listen and establish the facts during any incident
- Find out if the pupil is aware their behaviour is unacceptable
- Ascertain whether the pupil knows the effect the behaviour has had on others
- Encourage the pupil to think of or offer alternative types of behaviour and help them to repair the harm caused.

Each incident of inappropriate behaviour needs to be considered and understood in context (the whole picture of the pupil, including their life experience to date). Any interventions or responses to behaviour should involve the pupil to enable them to recognise and understand what they did was wrong and how they can change things to improve.

Advice for staff when dealing with violence:

- Work on the positive when possible. Look for a way out of the situation in order to support the pupil in moving forward.
- Be sure that you can carry through whatever approach you decide to adopt. Try to diffuse the situation so that it does not escalate (you can discuss the behaviour when the pupil has calmed down).
- Remain the calm adult and in control of your emotions. Seek further assistance if in doubt.
- Work with the pupil and be clear in identifying what needs to happen next. Repeat instructions slowly and carefully.



## **Appendix 12: Giving instructions and responding**

### **Expect compliance:**

Use 'Thanks' not 'Please' – expectation rather than request. Say to a pupil 'You need to .....'. Use thank you at the end of the sentence.

### **Use choices as long as both outcomes lead to what you want the pupil to do:**

'Either give the cards to me so I can look after them or put them away in your bag until home time'. 'Sit next to Jack or sit here'.

### **Get compliance without ill feeling:**

'Yes you may ....., when you have .....'. 'Yes I will when .....'. 'Ask me again when you have worked hard for 5 minutes/finished up to there with your work etc.'.

### **When-then directing:**

This avoids the negative by expressing the situation positively. It is better to say, 'When you have finished your work, then you can go out' rather than 'No you cannot go out because you have not finished your work'.

### **Take up time:**

This allows pupils not to lose face. Watching and waiting is issuing a challenge. We need to be clear and confident about expressing expectations. 'Open your book and start working now Jack. I am going to see Lucy who needs some help but I'll come back in a minute to see how you are getting on and if you need any help'.

### **Partial agreement:**

This deflects confrontation by acknowledging concerns, feeling and actions: 'Yes, you may have been talking about your work but I would like you to work quietly now'. 'Yes, it may not seem fair but I need you to.....'.

### **Privately understood signals:**

These can be used to draw the class together. For example, clapping your hands, or standing in a specific place in the classroom.

### **Tactical ignoring:**

Ignore the 'target' pupil but praise the nearby pupil. If the target pupil changes their behaviour, then use praise directed at them and be specific about what they are doing well.

### **Redirect behaviour:**

Remind pupils what they should be doing and avoid getting involved in a discussion about what the pupils are doing wrong. 'OK Jack and Lucy. We are looking at this calculation now so get on and let me know if you need any help.'

### **Don't argue!**

## Appendix 13: Scripts

### Choose your words with care.....

- Disconnect pupils' behaviour with your emotion when talking about inappropriate behaviour
- Relentlessly pursue children's positive attributes
- Openly assume children will act appropriately
- Use closed requests – 'Thank you for....'
- Try the 'Assumed Close' – 'When you come, can you bring...'
- Experiment with different opening lines – avoiding starting with 'Why/What/When?'
- Remind yourself that a child's behaviour is not their identity
- When addressing inappropriate behaviour, shift behaviours to the past tense as soon as possible
- Land sanctions softly with a reminder of previous good behaviour
- Identify, map and plan to disrupt negative patterns of behaviour

### Help Scripts:

<b>Interrupt</b>	Clearly stating a behaviour and being non-judgemental Jack, I've noticed....
<b>Redirect</b>	Use reminders as a prompt for a good decision Jack, yesterday you followed instruction and completed that work. Everybody needs to be....
<b>Reinforce</b>	Thank you for listening. I appreciate you were doing something you wanted to do and didn't want to stop but now you need to listen to me because it's important....
<b>Fogging</b>	I hear what you're saying but.... I can see you're upset.... I understand that's how you feel.... Be that as it may.... (not agreeing or disagreeing with the child's demands but redirecting) Briefly reminding them at this point what you want them to do: The conversation with others is over now. You can talk at playtime but right now you need to....
<b>Acknowledge compliance</b>	Thank you for listening

### Avoid Conversational Cul-de-Sacs (Fogging):

If pupils try to argue, shift the blame or divert the conversation, you can use an appropriate refocusing line to bring the dialogue back to the one that you want to have. This allows the child to feel as though they are being listened to and avoids 'conversational cul de sacs': 'I ain't doin it!', 'Yes you are', etc.

<b>Pupil</b>	<b>Adult</b>
'It wasn't me'	'I hear what you are saying....'
'But they were doing the same thing'	'I understand that, we need to talk about...'

<p>'I was only.....'</p> <p>'You are not being fair'</p> <p>'It's boring'</p> <p>'You are nasty/horrible (name calling)'</p>	<p>'Maybe you were... and yet....'</p> <p>'Yes sometimes I may appear unfair....'</p> <p>'Yes you are allowed to think it is boring... and yet....'</p> <p>'There may be some truth in that, I'm not perfect...'</p>
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**OUT-LINE:**

If the conversation is becoming unproductive withdraw with grace: 'I am stopping this conversation now. I am going to walk away and give you chance to think about the choices you have made. I know that when I come back we can have a polite, productive conversation.'