

THE RACKHAM
C OF E PRIMARY SCHOOL

Promoting Positive Behaviour Policy

Policy Number: SCH 002

Date: September 2023

Introduction

Our Christian vision and values are firmly rooted in this policy and underpin everything that we do. Through the embedding of our Christian vision and values, we also encompass the fundamental British values and explicit teaching of our pupils about emotional literacy, so ensuring everyone can work together to be the best they can possibly be.

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Cambridgeshire Steps in 2021. This policy outlines the purpose, nature and management of behaviour in our school in line with Cambridgeshire Steps.

This policy has also been written in accordance with the DfE guidance 'Behaviour and Discipline in Schools, September 2022', and established through consultation with staff, governors, and children.

This policy applies throughout the school, including in Reception classes.

Our School Christian Vision:

Working together to be the best we can possibly be.



Our Core Christian Values:

Faith, hope and love.

I can do all things through Christ who strengthens me. Philippians 4.13

Core Beliefs of The Rackham about behaviour:

- Behaviour can change and every child can be successful
- Positive, targeted praise is more likely to change behaviour than blaming or punishing
- Reinforcing good behaviour helps children feel good about themselves
- Children need to feel supported in their efforts to change behaviour and fear does not achieve this
- Understanding each child's needs and their individual circumstances helps us act in the fairest way possible for that child, at that moment
- Adult behaviours create children's responses and behaviours, and it is the everyday habits of adults that provoke a change in pupil's behaviour

The importance of a behaviour policy:

"Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Schools' circumstances will vary but every culture should ensure pupils can learn in a

calm, safe, and supportive environment and protect them from disruption. Schools should be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community. The behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff, and parents and carers. 1 It is equally important that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.”

DFE Behaviour in schools: Advice for headteachers and school staff September 2022

Aims

Through this policy we aim:

- To promote our values through positive behaviour and conduct of all members of the school community.
- To establish a positive and caring learning environment that promotes safety, togetherness, respect, integrity and excellence where every member of the community feels valued.
- To encourage a calm, purposeful and positive atmosphere within the school that facilitates the learning process.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

A Therapeutic Approach

At The Rackham, we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting inappropriate behaviour and change the circumstances in which the behaviour occurs.

Behaviour for Learning

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

We believe every child has the right to learn and no child has the right to disrupt the learning of others. We aim to create a school environment that fosters high standards of behaviour where everyone will be:

- Kind and considerate to each other
- Courteous and polite
- Co-operative and willing to work together
- Hardworking and do their best work
- Honest, truthful, and respect other people's property
- Trusting and helpful towards each other
- Responsible and sensible in what they do

Our school vision provides guidance for all, adults and children, on how to behave in our school.

Our School Christian Vision:

Working together to be the best we can possibly be.

At the start of each academic year, each class spends time interpreting our school vision and values. Our pupils are consulted and their pupil voice is a vital in confirming our school rules. This started in September 2023 and the consultation process is designed to be returned to each new academic year or sooner if considered necessary.

Through PSHE lessons, children also within their class, identify what their interpretation of our school rules are:

Our Core School Rules:

Be ready

Be respectful

Be safe

Adult Strategies to Develop Excellent Behaviour

At The Rackham C of E Primary School, adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

To support them in doing this, all staff at The Rackham C of E Primary School will:

- Use visuals, signing, real objects and simple repetitive language to support pupils' speech, language, and communication difficulties
- Allow pupils time to process communications
- Provide pupils with limited choices
- Communicate consequences to pupils and offer specific praise
- Observe and comment upon pupils who make positive choices, even when expected
- Share and celebrate positive behaviour without making children feel embarrassed or vulnerable
- Name and model desired behaviours so that the children understand what is expected
- Be aware of and make provision for pupils' additional sensory processing needs
- Use a planned approach to ensure consistency in approaches to behaviour management and responses to individuals
- Ensure regular communication with parents/carers
- Provide frequent reminders of positive behaviour through visual and verbal encouragement and reminders, clear adult modelling and opportunities to discuss positive behaviour in PSHE, assemblies etc
- Ensure that they deliver clear and consistent messages
- Model respectful and safe behaviour at all times
- Build positive relationships and engage learners
- Never ignore behaviours which fall short of expectations and follow up on incidents to ensure consistency
- Encourage the child to recognise and regulate their behaviour e.g. through use of zones of regulation
- Be aware and alert to the feelings and experiences a child may be trying to communicate through their behaviour
- Consider whether displayed behaviours give cause to suspect that a child is suffering, or is likely to suffer, significant harm. Safeguarding protocol will be adhered to in these instances.
- Consider whether continued disruptive behaviour might be a result of unmet education or other needs. In such instances, multi-agency support may be necessary.

All staff, every day will:

- Meet and greet learners and parents positively
- Be generous with praise;
- Recognise, verbally reward and acknowledge expected and 'above and beyond' behaviours throughout every lesson and beyond the classroom;
- Reinforce and refer to our school rules, 'Ready, Respectful, Safe';
- Be calm and allow 'processing time' when redirecting behaviours that do not meet expectations;
- Personally follow up on incidents, retain ownership and engage in reflective dialogue in a safe space for all parties.

School leaders will (in addition to the above):

- When required, stand alongside colleagues to support, guide and model adherence to this policy;
- Be a regular visible presence around school praising positive behaviours especially during transition times;
- Share good practice and celebrate success;
- Regularly review provision for community members who require support beyond the scope of this policy in time of crisis or need;
- Ensure staff training and mentoring is provided when required;
- Encourage adults and learners to take responsibility for reparations.

Language around Behaviour

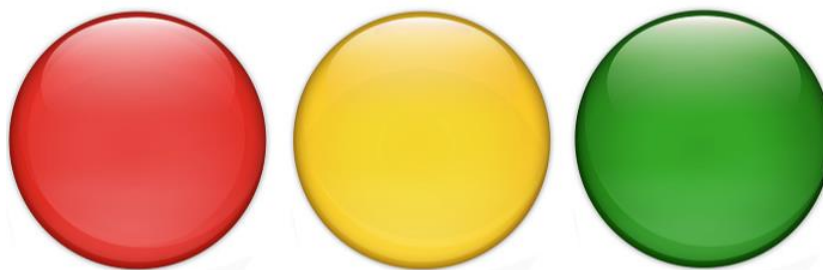
We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations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

Emotional Literacy:

When children have limited emotional literacy, they find it impossible to identify how they feel nor can they explain how they feel. A child who cannot identify how they feel or explain feelings will be unable to empathise with others and their lack of emotional literacy will manifest as anger.

At The Rackham we have devised a traffic light system that utilises the colours from Steps Anxiety Mapping for our children from Reception to Year 6 to use. Green signifies a calm and emotionally stable; orange signifies either moving into red or back to green, a transitional state; red signifies a state where things do not feel right or emotionally comfortable.

Each child has their own lanyard with the traffic light colours on as do adults. Children start by using the colours to identify how they are feeling. This helps support a discussion between adults and pupils to more carefully understand what has prompted them to feel that way.



The Rackham C of E Primary utilises My Happy Mind to teach children about their emotions to supplement the curriculum delivered in PSHE lessons.

Immediate ways to recognise positive behaviour

At The Rackham C of E Primary School, our key principle for positive behaviour management is to build intrinsically motivated learners, who are committed to achieving well for their own growth, not necessarily for a materialistic reward or prize.

Our methods for recognising positive behaviour include:

- Verbal recognition e.g. 'Wow, thank you for doing ..., that was so respectful' ;
- Sharing directly with parents at the end of the day, through a phone call or email;
- Notifying a member of the Senior Leadership who will offer the pupil a private congratulation.

Positive behaviours that we expect, recognise and celebrate (Pro-social behaviour)

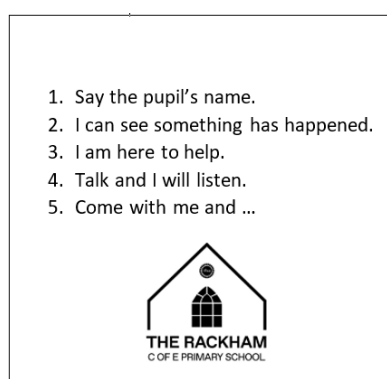
Being Ready	Being Respectful	Being Safe
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Working together to be the best we can possibly be.		
Resources organised; Listening attentively; Engaged in learning; Open-minded; Contributing to the school community; Positive mind-set; Having an enquiring mind; Completing reading and home learning.	Completing work with pride and care; Working collaboratively; Demonstrating equity and fairness; Looking after the learning environment and resources; Demonstrating tolerance of others; Employing a calm manner; Having patience; Being polite and demonstrating good manners; Showing empathy; Listening to others point of view.	Following instructions; Caring for others; Seeking help and support; Actively avoiding putting yourself and others at risk; Awareness of the safety of others; Moving safely around the building e.g. walking; Acting upon concerns; Learning from mistakes.

Shared scripts and expectations

Good behaviour is recognised sincerely through adult and peer recognition to make good behaviour about relationships rather than a transactional act.

At The Rackham, we use the same de-escalation script for all staff.



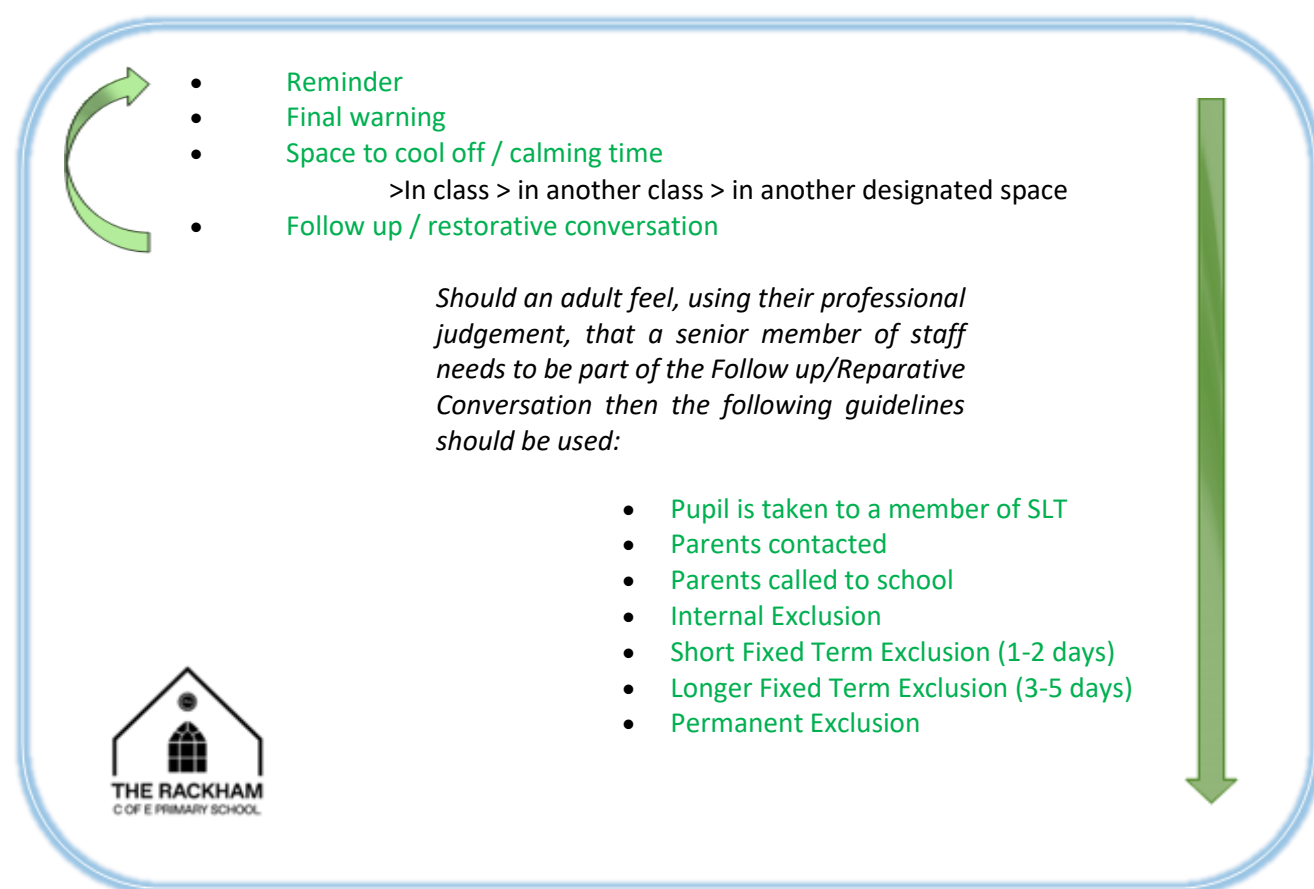
Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Our behaviour pathway



Difficult Behaviour

We have a clear process for addressing any behaviour that is difficult and does not meet our expectations. Our approach offers both dignity and respect for all involved and ensures that behaviour expectations are taught and understood by children.

Difficult behaviour is behaviour that falls short of our expectations but is not dangerous. Difficult behaviour should be acknowledged in terms of context eg a child continually shouting out is difficult within a group teaching activity.

Examples of behaviour that is deemed difficult are:

- Failing to start or complete a level of work that the child is capable of;

- Regularly calling out or making a level of noise inappropriate to the situation;
- Distracting one's own or others' learning.
- Being disrespectful towards adults or children.

Sanctions

Sanctions should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
- Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

See Appendix 2 for more details

Anti-Social & Dangerous Behaviour

Antisocial - Behaviour that causes harm to an individual, a group, to the community, the environment or persistent disruption to the learning of others.

Dangerous: Behaviour which is antisocial and will predictably result in imminently injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Staff must not:

- Use negative phrasing (i.e. you are making the wrong choice, stop running).

Staff must:

- Approach all situations with a warm, calm and fair manner
- Verbal reminders of what they should be doing (i.e. walking in the corridor, thank you) using positive phrasing
- Model the positive behaviours alongside the pupil
- Visual and verbal clear expectations to be given at the start of each session
- Use limited choices (i.e. put your pencil on the desk or in your drawer, thank you)
- Reinforce the respect rule (i.e. respect your property)
- Encourage the child to recognise and regulate their behaviour e.g. through use of zones of regulation

Use of radios:

Each member of staff has a radio.

During school time radios should be turned on with the volume down.

Code purple: require DSL / safeguarding concern

Code green: require First Aid

Code red: require support with a child who is heightened

Staff will state your professional name as the adult, the code and their location only. No names of children to be shared.

The following scripts are on each adult's lanyard:



Consequence:

A member of the Senior Leadership team may support staff in this discussion or alternatively another member of staff who has a pre-existing good relationship with the child. Children will be given time in a safe space for emotions to reset if required before instigating a consequence.

Protective Consequences:

A protective consequence is used when staff feel there is a risk of a child repeating a behaviour particularly if it has been deemed unsafe and harmful to others. This will be used to ensure that all members of the school community are safe at all times. A protective consequence could involve:

- Missing break time
- Reduced access to the playground
- Extra adult supervision during break or transition times
- Increased monitoring including lessons and break time

Educational Consequences:

An Educational consequence is used to try and ensure that a child learns from their mistakes so that they make better choices in the future. Some educational consequences that could be used are:-

- Making realistic reparations to the victim(s),
- Community job - where possible that relates to correcting the misdemeanour
- Completing research on the possible impact of the misdemeanour on the victim/ or the consequence in the outside world

Communication:

A senior leader is informed, as are parents and this is logged on MY CONCERN. A predict and prevent (appendix F) document is considered to prevent the incident happening again. A repeat incident within a 6-week period would trigger a formal meeting, risk assessment and consideration of a risk reduction plan (appendix G).

Restoration:

A restorative meeting should take place at the earliest opportunity following the consequence or even during the period of the consequence following the format of responsibility, respect, repair, reintegrate.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on MY CONCERN.

Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs, a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Physical Attacks on Adults

At The Rackham we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force.

Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person as outlined in Appendix F.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on My Concern. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Exclusion (Fixed Term & Permanent)

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making process.

The role of the parent

At The Rackham, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Appendix 1

Cambridgeshire Steps

Cambridgeshire Steps is adapted from the original work by Angela Wadham. The term “Steps” is drawn from the Norfolk County Council statement on inclusion: - “The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.”

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

This policy acknowledges the school’s legal duties relating to the Equality Act 2010 and the specific Special Educational needs of pupils in our care. In doing so, the following points are fundamental to the implementation and application of this policy:

- Safeguarding of and respect for pupils with Special Educational Needs (SEND)
- Making reasonable adjustments in behaviour management in line with the understanding and capabilities of pupils with SEND
- No sanction will breach any other legislation (e.g. respect of disability. Special educational needs, race, religion and other equalities and human rights) and it must be reasonable in circumstances.

Appendix 2

Stepped Sanctions

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

1. REMINDER (reinforce 3 rules, privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to be ... (state relevant rule: Ready, Respectful, Safe).

You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

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

2. FINAL WARNING:

I noticed you chose to ... (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc.

Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully. I know that you can make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

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

SPACE TO COOL OFF:

3. IN CLASSROOM > 4. IN ANOTHER CLASS > 5. SOMEWHERE ELSE

3. IN CLASSROOM

I noticed you chose to ... (state the noticed behaviour).

You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.

Example - 'I have noticed you chose to use rude words.

You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

- Child sent to designated area of the classroom.
- 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.
- If behaviour improves, return to class. If not or if child refuses, move to Step 4.
- For regular occurrences:
- Discussion with SLT and/or SENCO: consider Behaviour Intervention.

4. IN ANOTHER CLASS

I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.

DO NOT describe the child's behaviour to other adults in front of the child

Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in (name teacher)'s classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'

- Child escorted to designated colleague / follow up to check child has arrived.
- Remainder of lesson working alone without causing further disturbance.
- Teacher must provide work / activity for the child to complete and communicate this to colleague.
- If behaviour improves, return to class. If not or if child refuses, move to Step 5.
- Record on My Concern

For regular occurrences:

- Discussion with SLT: consider Behaviour Intervention and/or additional support.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents contacted by teacher to inform them that behaviour is a cause for concern.

5. SOMEWHERE ELSE

I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.

DO NOT describe the child's behaviour to other adults in front of the child

Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mrs *** and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'

- Child escorted to / collected by appropriate adult.
- From remainder of lesson through to a half day working alone without causing further disturbance.
- Possible removal of a privilege / playtime.
- Teacher must provide work / activity for child to complete as soon as possible after removal.
- Record on MY CONCERN

For regular occurrences:

- Discussion with Phase Lead / SENCO / Head Teacher as appropriate.
- Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.
 - Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.
 - Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.

SPECIFIC PLAYGROUND SANCTIONS

Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below. You need to: 3. Stand by other staff member 4. Sit on the bench 5. Go inside to ... I will come and speak to you in two minutes. (ENSURE YOU DO!)

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what

2. What happened? (Neutral, dispassionate language.)
3. What were you feeling at the time?
4. What have you felt since?
5. How did this make people feel?
6. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
7. How have they been affected?
8. **What should we do to put things right?**
9. How can we do things differently in the future?
- 10.

The number of questions to be used **MUST** depend on the age of the child. Those in **BOLD** should be used with the youngest children.

***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**

Appendix A

Rights and responsibilities:

Pupils' rights	Pupils' Responsibilities
<ul style="list-style-type: none"> • To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly. 	<ul style="list-style-type: none"> • To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe. 	<ul style="list-style-type: none"> • To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties. 	<ul style="list-style-type: none"> • Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

Appendix B

A model of positivity - tweaking teaching to transform trouble:

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Non-verbal skills/attitudes that work with more challenging behaviours:

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

Appendix C

Intervention Scripts - Effective 30 second interventions:

Gentle approach, personal, non-threatening, side on, eye level or lower.

1. State the behaviour that was observed and which rule/expectation/routine it contravenes.
2. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
3. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
4. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

Remind the learner of their previous good behaviour.

- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation:

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.' 'But they were doing the same thing.' 'I was only...' 'You are not being fair.' 'It's boring.' 'You are a ... (name calling).'	'I hear what you are saying...' 'I understand...' 'Maybe you were ... and yet ...' 'Yes sometimes I may appear unfair...' 'Be that as it may...' 'I am sorry that you are having a bad day.'

Get out line:

If the conversation is becoming unproductive, what line will you leave on?

Try: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."

Appendix D

Physical intervention and use of reasonable policy

Definitions:

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control.

The legal position:

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

When can physical force be used?

Schools can use reasonable force to:

- remove disruptive pupils if they have refused to follow an instruction to leave
- prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

Appendix E

Screening and searching of pupils, confiscation of items.

Key Points Searching - School staff can search a pupil for any item if the pupil agrees.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Head teachers and authorise staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

Who can search?

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Confiscation

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. Such items should be handed in to a senior member of staff.

Appendix F

Anxiety Analysis – Predict it, Prevent it

Name: Date:

Adults Involved:

Difficult or Dangerous Behaviour Summary:

Predict it	Prevent it
<p>It is likely that this may happen (include triggers):</p>	<p>Control measures to prevent this behaviour are:</p>

Appendix G

Risk Management Plan (blank)

Cambridgeshire Steps – Risk Reduction Plan

Name:	DOB:	Date:	Review date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro-social/positive behaviour	Strategies to respond
Anxiety/DIFFICULT behaviours	Strategies to respond
Crisis/ DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures:	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person..... Date.....

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

Approved and signed by:

Headteacher



Signed:

Date: 7th September 2023

Chair of Governing body



Signed:

Date: 7th September 2023