



Relational Behaviour Policy - The Richard Crosse CE Primary School

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March 2025	0.1	New document	All (new document / behaviour policies combined to one policy)	
April 10th 2025	0.2	Internal Lead Scheduled Review	All (new document / behaviour policies combined to one policy)	
April 29th 2025	0.3	Board lead Scheduled review	All (new document / behaviour policies combined to one policy)	
May 16th 2025	1	Schedule board review	Ratified	

17.09.25	1.1	Internal Lead Scheduled Review		
24.09.25	1.2	Board lead Scheduled review		
03.10.25	2	Schedule board review	Ratified	
October 6th 2025	2.1	Additions from scheduled review.	Advice to make permanent exclusion procedure clear. Advice to make the importance of safety of children and staff more explicit.	Range of secure policies.
April 2026	3	Additional amends	Fixed term exclusion - amended to suspension	April 2026

Ready to Learn, Be Respectful, Be Responsible. (3 R's)

1. Policy Statement

TSSMAT is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The staff at TSSMAT believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well planned and delivered curriculum that stimulates children to learn, ask questions, debate and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

The primary aim of this policy is to ensure our school is a safe, secure, and supportive environment for all children and staff. This is a prerequisite for productive learning and positive relationships. We believe that by upholding high standards of behaviour, we create a community where everyone feels protected, respected, and able to thrive.

2. Aims of the policy

We aim to:

- Foster excellent relationships between all members of our school community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Ensure our behavioural expectations and responses protect the safety and well-being of every member of the school community, both children and adults.
 - Use restorative approaches.
 - Build a community which values and models kindness, good humour, tolerance and empathy for others.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

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

4. Fundamental principles

All members of our school community have the right to:

- Feel secure and safe.
- Feel happy and be treated with kindness and understanding.
- Be treated fairly and consistently.
- Be listened to (at an appropriate time).
- Be treated with respect and politeness.
- Be treated with empathy.

4.1 The fundamental principles which underpin our Relationship and Behaviour policy are:

- Unconditional positive regard for all pupils.
- A no shouting approach.
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

4.1.1 Shared Responsibilities

Alongside these rights, all members of our school community share a collective responsibility to uphold them. Therefore, every individual is expected to:

- Behave in a way that does not compromise the physical or emotional safety of others.
- Contribute to a calm, respectful, and secure environment throughout the school day.

Follow instructions and procedures designed to keep everyone safe.

4.2 The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Using strategies such as 'Reflection Time' to create a positive climate for learning and to create more awareness of how to self-regulate.
- Encouraging pupils to be proud of their school.
- Using 'Circle Time', PSHE and worship/assembly activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.
- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

5. Consistency of approach

In implementing this Relationship and Behaviour policy, TSSMAT acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.

- Consistent follow up: ensuring “certainty” at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent expectations: referencing and promoting appropriate behaviour.
- Consistent respect from the adults: even in the face of disrespectful learners.
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site and at the school reception.
- Consistent environment code of conduct evident of our values.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.”

Paul Dix - Behaviour specialist, author, education reformer and advisor.

The aims of this policy will be met by everyone observing our 3 agreed rules.

1. Be ready to learn

2. Be respectful

3. Be responsible

By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success.

5.1 All staff every day will:

- Meet and greet children.
- Refer to Ready, Respectful, Responsible - the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson - Class traffic light including super star, golden coins, dojos.
- Be calm and use emotion coaching strategies when going through the steps, pre-empt and foresee behaviours, support to correct these before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.

- Record all incidents.
- Never ignore or walk past learners who are making / displaying poor behaviour choices anywhere in the school.

5.2 School leaders:

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners.

- Meet and greet learners at the beginning of the day.
- Be a visible presence to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in reintegration meetings, emotion coaching sessions and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.

5.3 Senior leaders will:

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

5.4 Pupils will:

- Be ready
- Be respectful
- Be responsible

5.5 Parents / Carers will:




- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

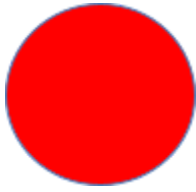
6. Recognition and rewards for effort

We recognise and reward learners who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Progressive Reward System

The school uses a progressive traffic light style reward system to monitor behaviour, where children move through stages. Good behaviour is expected and continued, exceptional behaviour is rewarded and negative behaviour is sanctioned.

	<p>Gold star - If a child has shown exceptional behaviour and attitude they will move up the gold star where they are given a raffle ticket and entered into the class prize draw at the end of the week. Each child has the chance to achieve this every day</p> <p>Examples – exceptional manners, demonstration of the school values, hard work in class, kindness, thoughtfulness, WOW moments.</p> <p>A child can be moved back down from the golden star if behaviour deteriorates but once they have been on the golden star that day, they will still receive their raffle ticket entry.</p>
	<p>Green - Every child starts the day on Green. <u>'It's Good to be Green'</u></p> <p>Children can be moved down from Green to Amber or Red.</p> <p>Children can move up to the Gold Star.</p> <p>Green represents the positive daily behaviour we expect in school which upholds the school values.</p> <p>If a child moves to Amber, they have the chance to move back up to Green throughout the day if behaviour improves.</p>
	<p>Amber – If a child is displaying low level continuous inappropriate behaviour or medium level disruptive behaviour they will be moved to Amber.</p> <p>If a child moves to Amber, they have the chance to move back up to Green throughout the day if behaviour improves.</p> <p>Examples or reasons to move to Amber include but are not exclusive to – shouting out multiple times and continuing to do this after reminders by the staff member, disrespectful attitude towards staff and peers, low/medium level disruptive behaviour, unacceptable use of language, rough play, not upholding the school values etc.</p> <p>The child will miss part or all of their next break time (morning breaktime the following day if the incident has happened in the afternoon) once moved to Amber. The child may be asked to take time outside of the classroom to de-escalate situations.</p> <p>Continuous actions within the Amber within one day may result in a child moving to Red at the staff member's discretion.</p>



Red – If a child displays continuous Amber behaviour within one day, they will move to the Red. If a child displays high level unacceptable behaviour, they will be moved straight to Red from any other position on the traffic light.

Examples or reasons to move to red include but are not exclusive to – continuous amber events, swearing or intentional cause of offence, homophobic, sexist or racial language/actions, physical violence on a person or school property, bringing illegal or harmful items or substances onto school property.

Once a child is on Red, they will not be moved from this for the day.

In the event of a Red:

- Parents will be contacted by the school and speak with the class teacher/Head Teacher.

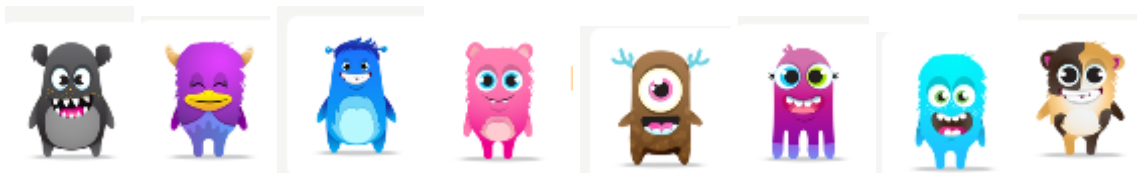
Consequences for a child going on the red will be in proportion to the actions of the child's behaviour and may include but are not exclusive to the following:

- Missing all breaktimes/lunchtimes that day.
- Being taught out of class
- Being put on a behaviour monitoring report.
- Meeting with parents to discuss a behaviour plan.
- Loss of privileges and rewards such as trips, school disco attendance, sporting representation of the school, responsibilities such as school council, year 6 jobs etc
- Internal school isolation
- Trust school suspension
- Fixed term suspension

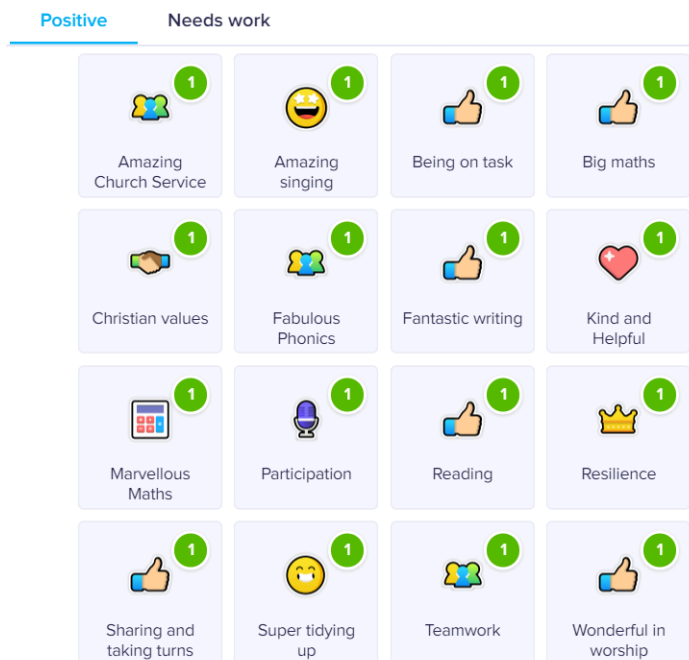
Class Dojo (<https://www.classdojo.com/en-gb/>)

Parents are given a code to log in to Class Dojo once their child has started school. The app can then be downloaded to a phone, or accessed on a PC.

Positive behaviour is rewarded with our online Dojo points system. Each child has their own unique emoji character, which they can modify, through which they attempt to reach targets in order to receive certificates.



The children earn points based on overarching principles such as:



Through the app, parents can see how many Dojo points their child has earned in a day, and what it was awarded for.

Dojo points are collected throughout the school year. Certificates are awarded at Achievement Worship once the below number of points are reached:

50 Dojo Points	Bronze certificate
100 Dojo Points	Silver certificate
150 Dojo Points	Gold certificate
200 Dojo Points	Gold pin badge

Star of the Week

Each week one child from each class is nominated by their teacher to receive 'Star of the Week'. This award is presented in Achievement Worship, and celebrates good behaviour, attitudes and achievement. Teachers will explain to the school what in particular a child has done to receive Star of the Week. We encourage families to attend Achievement Worship. Parents will be notified in advance if their child will be receiving Star of the Week.

Outstanding Achievement Certificate

Outstanding Achievement Certificates are awarded for amazing achievements such as being an outstanding representative of the school at an outside event or to visitors in the school, exceptional bravery/courage or sustained academic personal achievement etc. These certificates are presented in Achievement Worship. Parents will be notified in advance if their child will be receiving an Outstanding Achievement Certificate.

PSHE/SRE

All classes use PSHE/SRE sessions as a tool for promoting positive behaviour. PSHE/SRE sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

A PSHE/SRE programme is taught / integrated into the Foundation Stage curriculum.

7. Practical steps in managing and modifying poor behaviour

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

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices.

8. Stages of behaviour

If a child has an individual behaviour plan this should be followed - a general whole school guide is as follows:

Stage 1 - Redirection

Positive reinforcement of other children around them "X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include

- a 'look'
- a visual point to what you expect.

Stage 2 - Reminder

A reminder of the expectations **Ready, Respectful, Responsible** delivered privately wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 5 - Red on behaviour chart

5a Internal referral – Time with SLT

If the behaviour escalates / child refuses to move to time out then headteacher / SLT member

If necessary, the learner may need to work outside their teaching area with a member of staff. If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work with a member of staff this could include lunchtimes and break times. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

- ❖ Whenever an adult is called, staff are to log incident on appropriate platform – under behaviour category.
- ❖ Adult who dealt with the initial stages of behaviour will start the log.
- ❖ The class teacher / SLT/ Headteacher will ensure there is communication with the family informing them of the incident.

5b – Non negotiable behaviours

No warnings need to be given for this consequence.

Depending on the severity of the behaviours shown, the consequence may be an internal suspension or fixed term suspension. This decision will be made by the Headteacher or the deputy in their absence.

This may include, but is not limited to:

- Deliberately not following hygiene rules in place eg spitting, wiping their hands on another person.
- Deliberately not following instructions regarding hygiene rules / social distancing.
- Sexist / racist / homophobic comment.
- Swearing.
- Physical aggression towards a peer.
- Verbal aggression towards a peer.
- Rudeness towards an adult.
- Deliberate damage to school property.
 - ❖ The member of staff who dealt with this incident is required to log incidents on behaviour system

Stage 6 – Violent behaviours

The following non negotiable behaviour may result in consideration of suspension or permanent exclusion in line with statutory guidance.

- Physical aggression towards an adult
 - Repeated patterns of aggressive behaviour towards an adult /child
 - Deliberate and destructive behaviour

Staff will always deliver any of the above sanctions calmly and with care.

Reparation conversation

As part of our approaches to managing behaviour, adults should hold a restorative conversation with any child who reaches stage 5. Sometimes it may include other adults / children.

Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together, recording responses.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Responses should be saved on the behaviour system.

Exclusions

All suspensions and permanent exclusions will be carried out in accordance with the Trust's Exclusion Policy and statutory guidance.

In exceptional circumstances where a pupil's behaviour poses a significant and immediate risk to the safety and welfare of the child, other children, or staff, the Headteacher has the authority to override the graduated response. If the Headteacher assesses that the school can no longer keep members of the community safe, they will move directly to the formal process for suspension or permanent exclusion in line with statutory guidance.

For very serious offences, the Headteacher will consider suspension and/or exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward

at the beginning of the suspension and before the child returns to school at a reintegration meeting. Suspension and exclusion are always very last resorts.

Exclusions - behaviour off site

If a child has a managed move but then displays violent behaviour at the new school and they terminate the managed move, then the host school could issue a permanent exclusion even though the incident took place off site.

Procedure Following a Decision to Permanently Exclude

While a permanent exclusion is a very last resort, should one be necessary, the school will adhere strictly to the statutory guidance issued by the Department for Education. The formal procedure is as follows:

1. Formal Notification

The Headteacher will notify parents or carers in writing and without delay. This formal notification will include:

- The specific reason(s) for the permanent exclusion.
- The parents'/carers' right to make representations to the Governors and details of how to do so.
- The right to attend a review meeting with the Governors and to be accompanied by a friend or legal representative.
- The contact details for the person arranging this meeting.

2. Governors Panel Permanent Exclusion Review Meeting

The Governors have a statutory duty to review the Headteacher's decision.

- A meeting will be convened for this purpose within 15 school days of the exclusion.
- Evidence will be provided 5 days prior to the meeting.
- During the meeting, the Governors panel will consider all available evidence and listen to representations from the Headteacher, the parents/carers, and the pupil (where relevant).
- The pupil will be given a clear opportunity to present their account of the incident and have their voice heard. (if age appropriate)

3. The Final Decision

Following the review meeting, the Governors will decide to either uphold the permanent exclusion or direct the pupil's reinstatement.

- Parents/carers will be notified of the board's final decision and the reasons for it in writing and without delay.

9. Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff

At the start of the day	Children should be welcomed into school and into the classroom by a member of staff.
On arrival	Children walk calmly straight into school, the cloakroom and then the classroom, put belongings away and start early morning activity.
Playtimes / end of lunch time	Teachers need to be ready promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and silently in the corridors.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.
End of the day	Adults say goodbye to children. Staff are a visible presence.

10. The Power to discipline beyond the school gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Behaviour in Schools - Advice for headteachers and school staff Feb 2024 -

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy. The Trust and school staff strongly believe that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

11. Searching pupils

See Searching, screening and confiscation guidance within [Safeguarding policy](#)

12. Positive Handling and Reasonable Force

TSSMAT makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. Key staff

at TSSMAT have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on reporting platforms. Parents will be informed of any incident where force or restraint has been used on their child.

13. Procedure in the event of a child running away from an adult

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site the police will be contacted for the safety and wellbeing of the pupil.

14. Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil support plan outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. educational psychologist, behaviour consultant, social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the local authority. Children on reduced timetables will be reported to the Governors and the primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such eg. attending school trips but only if the behaviour is dangerous.

15. Supporting pupils with SEND

Reasonable adjustments will always be considered before any decision to suspend or permanently exclude.

Expectations for managing behaviour of pupils with SEND:

- For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as

part of them and something that we can help them understand and manage.

- All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP - Individual Education Plans. Teachers need to use IEPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.
- If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IEP which will be monitored by the Headteacher/Senco. A child's triggers for negative behaviour need to be on their IEP so that everyone can be aware of these.
- Teachers who are preparing their classes to be covered by someone else must ensure IEPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- Work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- Focussing their attention on the adults - following and asking repeated questions might be for more reassurance that they are doing the right thing or that they are liked.
- calling out - this might be so they feel noticed and to also feel reassured

16. Parent concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via email or call the school office.
- Arrange an appointment with the teacher / phase leader.

Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

TSSMAT Complaints Policy

<https://www.tssmat.staffs.sch.uk/governance/policies/general-policies>

17. Accountability

It is the responsibility of the Headteacher to:

- Provide a framework for consistent behaviour monitoring in school.

- Ensure that all staff are following the policy and review the policy accordingly.
- Issue suspension and/or permanent exclusions to individual pupils.

18. Trust Board

The Trust Board has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy.

The governors support the Headteacher in implementing this policy. The Headteacher has day-to-day responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

19. Is the policy working?

With all of the above reward systems we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use their school values to make positive choices rather than just use them to reflect on behaviours after negative choices?

Related policies

- Safeguarding
- Home School Agreement
- DfE guidance – Beyond the School gate
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- DfE guidance – Searching, screening and confiscation
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
- DfE Statutory Guidance - Exclusion
<https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix - Examples of Scripts

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

Reminder:

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

This is a reminder that we need to be (Ready, Respectful, Responsible).

You now have the chance to make a better choice.

Thank you for listening

Warning:

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

This is the _____ time I have spoken to you.

If you choose to break the rules again you will move to the table at the back/outside.

This will also mean you will miss some of your playtime.

(Learner's name), 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.

Consequence/calming time:

I noticed you are still choosing to (noticed behaviour).

You need to go to sit at the table at the back/in the quiet area/ in class X.

I will come and speak to you in three minutes.

If needed – request support from another teacher/SLT.