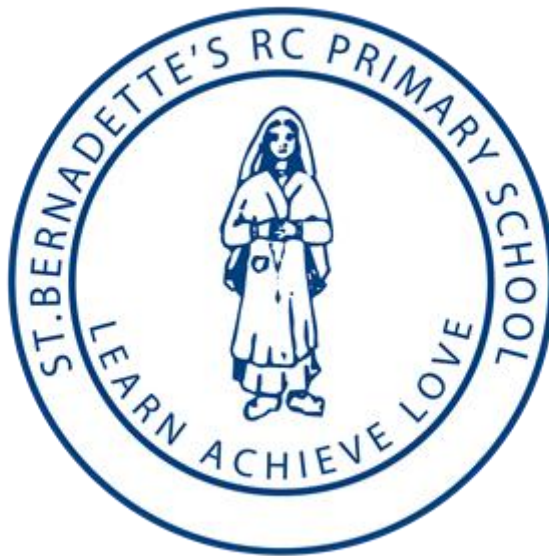


St. Bernadette's RC Primary School



Behaviour Policy

Updated - September 2026

To be reviewed - September 2027

Mission Statement

Together we learn, Together we achieve, Together we grow in God's love

Jesus Christ is very important in our school. He is at the heart of everything we do. Our school is part of the mission of the church - making Jesus, known and loved. We try hard to live as Jesus wants us to, so that together we grow in faith, loving each other and loving God. We treat others as we would like to be treated. We do all these things because we want to keep Jesus among us every day at St Bernadette's.

Our aims are:

- Respect for each other - children and adults
- Respect for property and environment
- Routines which allow children to know what to expect
- The security and safety of all pupils and adults
- A socialising process which helps children to inter-relate with confidence
- To help us become inclusive, respectful and tolerant when challenged, having Jesus as our guide and strength
- To help children become self-disciplined, able to accept responsibility for their own actions and to make positive choices
- To help children be ready to thrive and contribute positively to life in modern Britain and globally.

These aims are achieved:

- Through example and putting into practice the values of our Mission Statement
- Through a moral approach to discipline, where Jesus Christ is our model and the teachings of the gospels and our 'Virtues to Live By' are the example we follow
- Through our relationships with children
- Where forgiveness and reconciliation remain central to the behaviour and discipline policy
- Through a shared and common belief embedded in a whole-school approach which is consistently followed by all adults and children
- Through the example of the staff in the way they co-operate and help each other
- Always having high expectations of ourselves
- Ensure Catholic Social Teaching (CST) is a thread throughout our curriculum
- Relentless routines in school

Policy Links

- Exclusion & Suspension Policy
- Special Educational Needs (SEND)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy
- DFE guidance on Suspension and Permanent Exclusion from maintained schools
- DFE guidance on Restrictive Interventions

The above policies will be reviewed alongside this policy on an annual basis.

Roles and Responsibilities

Everyone at St. Bernadette's is responsible for upholding the high standards of behaviour and creating a culture of positive relationships. It is a shared responsibility.

Governors:

- Are responsible for reviewing and approving the written statement of behaviour principles
- Will review this behaviour policy in conjunction with the headteacher
- Will monitor the policy's effectiveness, holding the headteacher to account for its implementation
- Work in partnership with the school in matters relating to behaviour management
- Be informed if there is a child with persistent behaviour management requirements

Headteacher and Senior Leadership Team:

- Set the example of a positive relationship led culture of behaviour management
- Support staff in the implementation of this policy
- Support staff with more serious or repeated behaviour issues
- Oversee the implementation of this policy through learning walks, lesson observations and performance management
- Provide appropriate training for all staff in support of them in implementing this policy.
- Keep records of all reported serious incidents of misbehaviour on CPOMs

All Staff:

- Maintain consistency in our agreed strategies (Ready, Respectful, Safe)
- Follow relentless routines (Wonderful Walking, Super Sitting, Marvellous Manners, Excellent Lining Up)
- Meet and greet children at the classroom door
- Refer to and promote our Virtues to Live By
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Consistently use recognition of behaviour through rewards and the use of the Recognition Board
- Be calm and allow the children time to demonstrate the requested change in behaviour
- Prevent before sanctions; use specific complements, approval statements and positive comments or non-verbal gestures to increase the ratio of positive to negative interactions
- Follow up every time and engage in reflective dialogue with learners
- Never ignore or walk past learners who are displaying challenging behaviour

Parents/Carers:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

Ready	Respectful	Safe	Respectful Walking
Ready to listen and follow silent signals	Respect your environment	Stay alert	Without talking
Equipment out, ready for learning	Ensure we stop for adults and visitors	Always listen Carefully	A straight line
Alert and watching and listening to the speaker	Say sorry	Face forwards	Look forwards/ line order
Doing your best!	Please and pardon me	Enter spaces calmly and quietly	Keep left
You are sat respectfully	Excuse me		
	Clean and tidy spaces		
	Thank you!		

Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and sensible manner
- Use manners and always be polite
- Adhere to the school rules of: *Ready, Respectful, Safe*
- Follow the weekly 'Virtues to Live By'
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Positive Strategies to Promote Excellent Behaviour and Relationships

Staff are responsible for:

Consistent, calm adult behaviour which helps cultivate a culture of fairness and empathy whilst keeping the focus positive.

- Acknowledge good behaviour on all occasions - public praise in the classroom and at celebration or phase assemblies (or privately pending which is more appropriate for the individual)
- Use of positive language - telling the pupil what we want to see and not what we don't want
- Recognition Boards in the classrooms - Walls of Fame not Walls of Shame
- Communicate expectations of behaviour in other ways than verbally
- Displaying children's work in the classroom to celebrate their achievements
- Reward Systems
- Establish strong, clear and consistent routines
- Where possible and appropriate giving children control and choices - particularly when we know the child is affected by trauma and loss
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Concluding the day positively and starting the next day afresh with a greeting at the door
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and accurately on CPOMs
- Challenging children to meet the school's expectations
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Use of reconciliation and restorative meetings
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

Rewards and Sanctions

Positive behaviour will be rewarded with:

- Verbal Praise / stickers / stamps in books
- House Points
- Postcards or positive phone calls home to parents
- Head / Deputy / Assistant Head awards
- Being sent to members of the Senior Leadership team to celebrate achievements & good work
- Weekly Attendance Award
- Learner of the Week certificates in Celebration Worship
- Special responsibilities/privileges
- Hot Chocolate with the Head on Fridays - for over and above behaviour
- Classroom 'Recognition Board'
- Individual Class rewards (Secret student, raffle tickets, Dojos, Star Charts, Table Stars)
- VIP table every Friday in the dinner hall

Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Disrespectful to any adults or other children in school
- Shouting out in lessons and not following the pupil code of conduct
- Running in school
- Not lining up quietly and safely

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn
- Repeated refusal of following staff instructions
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-Bullying Policy)
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Vandalism leading to damage /significant damage of school property and resources
- Possession of 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)

Responding to Misbehaviour

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. (*see Appendix 1 - Adult Script*)

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

While being clear and giving positive feedback will go a long way towards creating a positive climate and encouraging appropriate behaviour, there are times when a sanction is necessary to discourage and stop unwanted behaviour.

An effective sanction is one that most often stops or discourages poor behaviour choices. It also enables a child to reflect on and modify their behaviour, apologise and make a new start, in line with our 'Virtues to Live By'

Minor, general misbehaviour is dealt with by the class teacher, who will follow the consequence pathway. Repeated minor behaviour may need further action from the class teacher, with support from SLT, SENDCO or Pastoral leader.

At any stage the class teacher may wish to talk informally to the parents, but it may become necessary to involve parents on a more formal basis.

School staff may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at break or lunchtime (when completing work at lunch, children will have a different time for lunch as their classmates)
- Sending the child out of the class for a short period to go to another class
- Loss of privileges - for instance, the loss of a prized responsibility / missing an extra-curricular activity
- Referring the child to a phase leader or member of SLT
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the child from the classroom and isolating the child from their peers
- Fixed term exclusion
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the child will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

St Bernadette's Consequence Pathway

1. Redirection

Gentle verbal encouragement or a 'nudge' in the right direction. A reminder of our three simple Expectations - Ready, Respectful, Safe delivered verbally to encourage them to listen, stay on task, show they are ready, engage in the lesson.

2. Reminder (First Warning)

Repeat reminder and de-escalate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.

3. Second Reminder (Second Warning)

A clear verbal warning delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. "Stop, think, ...make the right choice" "think carefully about your next step"

4. Consequence (Action)

Speak to the pupil privately (invite them to see you aside after the lesson or go to their desk and speak directly and quietly to them) and let them know they will be missing some break or dinner time to speak to you. Use the 30 second scripted intervention "I have noticed that you are... (having trouble getting started, wandering around etc.) right now." At St. Bernadette's, we... (refer to the 3 school Expectations - ready, respectful and safe) "Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)

"Do you remember yesterday/last week when you... (refer to previous positives)"

5. Further consequence (Time Out/ Cool Off)

Time Out in another class to cool off. The other class teacher is there simply to supervise the child, until their own class teacher has the opportunity to talk to them. Missed whole break time / Lunch time depending on severity.

On return the child is welcomed back to class where they will be greeted by the staff member - they will NOT discuss the incident or make any reference to it at this point, and they will go straight to restorative conversation or written plan if necessary.

The incident will be logged on CPOMS, and the child will make a phone call home with the teacher to support, explaining what they have done.

6. Restorative /Repair Plan - St. Bernadette's Way

What happened?

What were you thinking at the time?

How did this make people feel?

Who has been affected?

What should we do to put things right?

How can we do things differently next time?

How can we stop this happening again?

How can we do things differently in the future?

7. Persistent Unchanged Behaviour

Parents will be invited in to discuss ways to help support the child and to look at how we move forward. The child will spend 3 - 5 lunchtimes (depending on the circumstances) with a member of SLT to focus on reflection and restorative actions.

- Any extreme behaviours may result in internal and external exclusions at any time at the discretion of the headteacher.

St Bernadette's EYFS Consequence Pathway

This has been adapted for EYFS staff to be age/stage appropriate and may be adjusted for SEND pupils.

1. Redirection

Gentle verbal encouragement or a 'nudge' in the right direction. A reminder of our three simple Expectations - Ready, Respectful, Safe delivered verbally to encourage them to listen, stay on task, show they are ready, engage in the lesson.

2. Reminder (First Warning)

Repeat reminder and de-escalate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.

3. Second Reminder (Second Warning)

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. "stop, ...make the right choice" (this will be used with the sign language action for stop.) (Ensure you are basing your response to suit individual children. For example, 'I have asked you to...' repeating the expectation that has been requested.

4. Consequence (Action)

Speak to the pupil privately (invite them to see you aside after the lesson or go to their desk and speak directly and quietly to them) and let them know they will be missing some break or dinner time to speak to you. Use the 30 second scripted intervention

- I can see that... (linking to body language) (having trouble getting started, feeling wriggly, using a loud voice etc.) right now.
- At school, we... (refer to the 3 school Expectations - ready, respectful and safe)
- you need to... (refer to action to support behaviour e.g. move to a different learning area, share some breathing exercises with me, use your inside voice...)
- model the good behaviour that is the expectation (sharing a resource, using kind words, helping a friend...)
- I have seen you... (refer to previous positives) ...can you show me again

5. Cool Down

Let's go to a calm area... you are here because (using the sensory room / blue room / cool down space)
On return the child is welcomed back to class where they will be greeted by the staff member - they will NOT discuss the incident or make any reference to it at this point.

6. Restorative /Repair Plan

Statements to support: (explaining their choices/remodel behaviour)

Using your hands/feet can cause someone to feel

We share our toys in school

Possible questions you can ask:

- What happened? • What can we do next time? • What do you need to say/do...?
- How do we show that we are sorry?

Serious Sanctions

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents/carers
- Follow the DFE guidance for schools.

This is found in the following DFE policy - [Use of reasonable force and other restrictive interventions guidance](#)

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time.

Children who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom are supervised by a member of the SLT or Pastoral lead and will be removed for a morning / afternoon and/or up to a maximum of two days.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as:

- Meetings / check-ins with the Pastoral Lead
- Use of teaching assistants for one-to-one support
- Short-term behaviour plans
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child on CPOMs.

Fixed term and permanent exclusion

The school can use fixed term and permanent exclusions in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to exclude or permanently exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information. (*See DFE guidance and the school's Suspension and Exclusions Policy*) The link to this Policy can be found here - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Off-site Behaviour Sanctions

A child's behaviour in the days or weeks leading up to a school visit off site, may cause concern and lead to the parent being spoken to about their child's participation on the trip. At all times the child's health and safety is of high priority and there may be instances when due to inappropriate behaviour, the school is not prepared to take them. (*See the School Trip Code of Conduct*)

In such rare cases the child will remain in school and be given an alternative curriculum. There will be a graduated response, and parents will be informed of this prior to the trip. Where poor behaviour occurs, this will result in the child being unable to attend the trip/residential. Discussions will take place with parents and outside agencies.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Before / After School Clubs

If a child misbehaves while attending a club, which may run before/after school or at a lunchtime, the parent will be informed that the child is at a risk of being excluded from the club. The parent will be offered the option to remove their child voluntarily. However, if they continue to attend the club and poor behaviour continues, the school will inform the parent that their child is being removed from the club. In this instance if there is a charge associated with the club the parent will not be reimbursed for outstanding sessions.

Pupil's conduct outside the school gates

Teachers have the power to discipline pupils for displaying negative behaviour outside the school premises 'to such an extent as is reasonable'.

- Wherever deemed necessary, the school will inform parents of incidents that occur outside of school that they might not be aware of and if suitable allow parents to deal with the matter
- If the incident impacts upon school in any form the school behaviour policy shall fully apply
- The school will cooperate fully with parents in supporting them regarding any issues of discipline.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform

Mobile Phones

Year 6 children who have prior permission to walk home or to an agreed meeting place, may bring a mobile phone to school. However, mobile phones are not to be used on school premises or grounds. Any Year 6 child who has one for the reason above, must hand it in to their teacher at the start of the day. They should be collected at home time and must stay in their bag / pocket or out of sight until they leave the school premises. They are not to be switched on at all when they are on the school site.

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. Please refer to our safeguarding policy/statement of procedures for dealing with 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.

Special Needs and Equal Opportunities

The Behaviour Policy will be monitored to ensure that it meets the set aims regarding all pupils. With regard to children with SEND, the school will recognise and take into account the following considerations:

- For a small number of children, whose behaviour is beyond the whole school rewards and sanctions system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour.
- It may be appropriate for the child to have an individual behaviour plan (IBP) that has been agreed between the child (age appropriate) staff and parents/ carers.
- Parental/ carer input and support is needed for behaviour to improve.
- The support of outside agencies, such as Educational Psychology, Early Help or First Point
- The special educational needs of a child will always be considered carefully if a suspension is being deliberated.

Bullying

At St. Bernadette's we take bullying and its impact seriously. We have an Anti- Bullying policy, and the information below should be read in conjunction with policy.

Bullying in all forms is unacceptable. Bullying is defined as the repetitive, intentional harming of 1 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
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
Cyber-Bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Investigating Reported Incidents of Bullying:

- All reported incidents to be investigated.
- Meet with the alleged victim and encourage them to talk about the incident, their thoughts, wishes and feelings. Acknowledge their feelings and offer support. Inform parents, at the most appropriate point.
- Meet with the child/ren allegedly involved/witness to the bullying behaviour. Children spoken to individually, rather than in a group.
- Establish the need for honesty and accuracy - no assumptions - fact-based. Listen to their perception of the incident and explore any motive for the behaviour.
- Establish with staff whether there have been previous incidents / whether there have been changes in behaviour noted.

Recording, Analysing and Monitoring Incidents of Bullying:

- All incidents will be recorded on CPOMS.

- Half -termly analysis of the incidents logged will take place to determine possible implications for curriculum delivery.
- Surveys and questionnaires will be used to gain pupil and parent feedback on prevalence and the school's approach to dealing with incidents of bullying.

Response to Bullying Incidents:

- If bullying behaviour has taken place, it will be clearly stated that this is unacceptable, and support will be given to the child to acknowledge that the behaviour is wrong and needs to stop.
- An appropriate sanction will be applied.
- A restorative approach will be used (if appropriate) to ensure that all parties have the opportunity to explore and listen to the how each person is feeling. An agreement about what needs to take place to ensure the behaviour is not repeated will be reached and reconciliation will be attempted.
- A member of the SLT will decide at what point it is appropriate to contact the parents concerned - this will depend on the nature of the incident.
- The Head Teacher will inform parents immediately, should the incident be of such a serious nature that an exclusion is a possibility.
- In the case of an exclusion, parents have the right of appeal to the Governing Body and the Local Authority.

Through PHSE/RHSE, literature, drama, visitors and assemblies work is done to raise awareness of bullying. Discussion in class and larger school group emphasises that incidents of bullying, cyber bullying and racism are unacceptable.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

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.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Governing board every year. At each review, the policy will be approved by the headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Local Governing board every Year.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1 - Adult Script

Remember 'PIP and RIP' - Praise in Public, Reprimand in Private

Step 1 - Start with the Positives

- Show me you are ready....
- Looking this way....
- Ready in 5, 4, 3, 2, 1 (do not count down from more than 5 and praise children in between your counting)
- Thank you for walking, listening, getting down to task..... etc
- Thank you for sitting nicely waiting for our lesson to start **not Why are you not listening**
- Well done for lining up in silence; you are a role model to others **not This line is too noisy**
- Your handwriting is superb - let's show everybody **not Your work is messy, and you could do better**
- You are sitting so sensibly on the carpet, and it has impressed me so much **not Sit properly**

Reminders and Scripts for RIP

Notice it and wrap it in a rule using assertive language.

'I've noticed ... you seem upset' Positive previous event: 'Think about when...'

Acknowledge the need to address the behaviour. 'I'm here to help. You talk and I will listen...' Pip and rip: praise in public, reprimand in private.

Give children a chance 'You can... e.g. sit there and listen or move to this table...'

Scripts for de-escalating behaviours or supporting challenging behaviour

- I notice that (you are having trouble getting started). Is everything ok?
- What should you be doing? Great - I know you can do it so let's get started...
- It was the rule of (e.g. being READY) that you have chosen to ignore. How can you change this?
- You have chosen to (run down the corridor) What should you have done? What will you try and do next time?
- Do you remember (last week when you got that positive notes)? That is who I need to see today...
- Thank you for getting down to task - that is the right choice
- I know that you are a great mathematician, reader, worker and this is your chance now to show me.. Thank you.
- I need you to get on with this work like everyone else and I will be back to see you in a couple of minutes and I would like..... Completed. Thank you.
- Is there something stopping you from working? No? Then I would like you to show me today how well you can work as I know you did some excellent work yesterday.

- If you are not doing the work sat with your working partner, then I will have to move you to another place on your own - then ask would you prefer to stay at your table? - the answer is usually yes, then you need to show me you are RRS
- If you continue not to work, then you will start to lose some of your break time.

Consistency from Staff / Deliberate Botheredness

1. If you see a child running down the corridor, stop them and make them try again (but praise those who are walking)
2. If they are not in a line one behind the other, send them back to show you how they need to do it and praise others who are doing it.
3. Lining up - praise lines that are quiet and calm and then quietly and discreetly go to those who are not and remind them what you want to see
4. Calm Corridors - praise those who are sensible and remind others quietly who are not.
5. Sitting nicely in class or worships- praise the majority of children and reward with House Points or tell their teacher
6. Reward in class for those doing the right thing.
7. Tidy cloakrooms - who is keeping their peg tidy? - reward with class rewards / house points etc
8. Tidy classrooms / tables - who is keeping theirs the best - reward with class rewards / house points etc
9. If a child passes you in the corridor - pick them up on something positive
10. If a child is not doing the right thing - call them out on it and get them to tell you what they should be doing. Remind them of RRS

Appendix 2: Restorative Meetings

A restorative meeting is daunting to the child and should be taken seriously. The behaviour of the adult is at the heart of it all. Restorative meetings need to be held with the class teacher/TA and if support needed SLT.

You need to have ownership of the behaviour in your classroom.

Golden Rules:

- Sit alongside or walk and talk.
- Allocate at least 15-min uninterrupted time for the meeting.
- Provide water and therapeutic toys/ fiddle toys or mindfulness colouring
- Stick to the matter; don't open up other business.
- Ask questions; don't give judgmental statements.
- Resist the urge to take copious notes. Be in the moment.

Restorative Questions

Five questions are enough. Choose your questions from the suggestions below. Write them down or use a prompt to help you structure the meeting.

1. What happened?
Listen carefully without interrupting or judging - Give your account from your perspective.
2. What were you thinking at the time?
3. What have you thought since?
This opens doors and may allow a change of attitude.
4. How did this make people feel?
5. Who has been affected?
This may initially be all about 'them'. They may need encouragement to think of others
6. How have they been affected?
7. What should you do to put this right?
This is a good opportunity to discuss what consequence they think should happen. There may be other ways than apologising to put things right.
8. How can we do things differently in the future?
9. How can we build bridges and make sure it doesn't happen again?

Restorative Tasks for the child

- Write a letter of apology
- Write a 'sorry' card
- Write a prayer for the person they have hurt / asking for forgiveness
- Sign an agreement of how they are going to behave in future
- Sit with the person they have hurt and discuss how they can move forward (outside in the playground, in the classroom or outside of school)
- Depending on the age of the child - drawing a picture may be more appropriate / saying sorry / giving a hug.