

UNITED LEARNING TRUST

Salisbury Manor Primary School

September 2023

BEHAVIOUR POLICY

Date of last central office review:	17 September 2020	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2021	Owner: Principal (David Booth)	
Date of next school level review:	September 2024		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy



United Learning
The best in everyone™

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

Behaviour Policy

Introduction

At Salisbury Manor Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation, and management of pupil behaviour at Salisbury Manor Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents, and other members of the wider school community. It is the result of consultation with pupils, parents, governors, and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.



Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes

Expectations

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate."



Policy Implementation

- **All staff** to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.
- **The senior leadership** team of the academy to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.
- **Students** are responsible for: behaviour for learning, representing the academy and moving safely around the school site.

Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to and use of language for managing behaviour;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- To promote the use of restorative approaches in place of punishments;
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- Ensure our pupils are polite, happy and considerate of others' feelings;
- Encourage our pupils to respect their own and others' property;
- Foster good citizenship and self-discipline;
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.


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 member of a group using Kagan structures;
- 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 through our Thrive programme;
- 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.




1. Behaviour for Learning: The Salisbury Manor Way

100% Technique: Ensure that 100% of students are with you for teaching and learning, 100% of the time, 100% of the way.				
Radar/Be Seen Looking Purposefully scan the room following an instruction checking for compliance. Exaggerate your movements so you are 'Seen looking' this could include 'Chin up' and 'Swivel'.	Make Expectations Visible Word instructions so they are explicitly clear and you can visibly check those followed. Rephrase 'eyes on me' to 'pencils down and eyes on me' Adults can clearly identify those followed.	Least Invasive Intervention Individual student corrections slow the pace of learning. Use: Nonverbal intervention, Positive group correction, Anonymous individual correction, Private individual correction, Lightning-Quick public correction and Consequence.	Firm Calm Finesse Catch it early and adjust. Your high expectations are about supporting them. 'Thank you' after an instruction. Use 'we' rather than 'I' – 'we need you with us'. Use your 'Bright Face' when correcting. Walk away and then glance back to check the correction.	Art of the Consequence Small increments, immediate, consistent, as private as possible, depersonalised. Use 'Bounce-back'...I know you can do this. Describe the behaviour they should be doing. Resume with warmth and a smile.




FIRST TIME

- First time
- Every time
- Everyone
- Everywhere




STEPS

- Speak politely
- Thank you
- Excuse me
- Please
- Smile




STAR

- Sit up straight
- Track the speaker
- Ask and answer questions
- Respect for all



SHAPE

- Sentences
- Hands down
- Articulate
- Project
- Eye contact



FIVE S's

- Silent and still
- Shirts tucked in
- Straight and single file
- Hands by sides
- Sensible walking

We recognise that clear structures of predictable outcomes have the best impact on behaviour. The '100% techniques' in combination with 'FIRST TIME', 'STEPS', 'STAR', 'SHAPE' and the 'FIVE S's' provides rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix.



Our school has three simple rules: '**Be Ready, Be Respectful and Be Safe**'. These rules are explicitly taught and modelled by all members of our school community. The **SMP Way** acronyms are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adult Strategies to Develop Excellent Behaviour

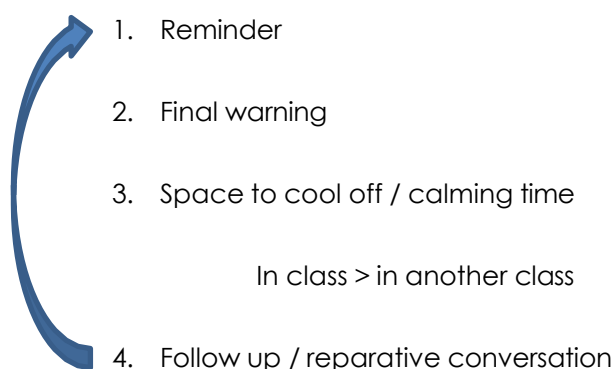
At Salisbury Manor, adults apply the following principles in all interactions with pupils:

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

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 CPOMs at the staff member's discretion.

Our Behaviour Pathway



Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Pupil is taken to a member of the Leadership Team (SLT), Deputy Headteacher or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion



Shared scripts and expectations

Good behaviour is recognised sincerely through verbal praise that aims to make good behaviour about relationships rather than a transactional act. In addition, house points are awarded when adults notice and reward excellent behaviour that goes '**above and beyond**' and show the school's values.

Children are praised publicly and reprimanded in private.

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

Be ready - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

Be respectful - I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

Be safe - I will be kind and look after myself and others, following appropriate instructions from adults.

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.

Staff will use the structures and routines featured in the '**SMP Way Mat**' to ensure a consistent approach across the school.

100% Technique: Ensure that 100% of students are with you for teaching and learning, 100% of the time, 100% of the way.				
Radar/Be Seen Looking Purposefully scan the room following an instruction checking for compliance. Exaggerate your movements so you are 'Seen looking' this could include 'Chin up' and 'Swivel'.	Make Expectations Visible Word instructions so they are explicitly clear and you can visibly check whose followed. Rephrase 'eyes on me' to 'pencils down and eyes on me' Adults can clearly identify whose followed.	Least Invasive Intervention Individual student corrections slow the pace of learning. Use: Nonverbal intervention, Positive group correction, Anonymous individual correction, Private individual correction, Lightning-Quick public correction and Consequence.	Firm Calm Finesse Catch it early and adjust. Your high expectations are about supporting them. 'Thank you' after an instruction. Use 'we' rather than 'I' - 'we need you with us'. Use your 'Bright Face' when correcting. Walk away and then glance back to check the correction.	Art of the Consequence Small increments, immediate, consistent, as private as possible, depersonalised. Use 'Bounce-back'...I know you can do this. Describe the behaviour they should be doing. Resume with warmth and a smile.
Threshold Students are greeted at the entry point of a classroom or school gate by an adult. Adults set the tone for the lesson/day ahead and provide a warm and personalised welcome to all Student.	No opt Out All students are expected to learn and participate at SMP. Student who aren't sure of an answer are supported in a variety of ways. After support the original child is able to successfully recall the answer.	Do it again When we are learning something and need to refine the routine or when we have not done something as well as we might. "That was good, but let's try again and see if we can be great".	Stretch it Students are rewarded by answering a question with a harder question. Asking a diversity of types of follow up questions. Building a culture around those interactions that causes students to embrace, and even welcome, that learning is never done.	Cold Call The practice of calling on students regardless of whether they put their hand up. Keep cold call positive by choosing someone you'd love to hear from. Make cold call predictable so everyone thinks of an answer. Cold calls aren't used to single out students.
Format Matters Students are expected to phrase (or rephrase) their answers into standard English. Students expand answers into full phrases or complete sentences to provide oral practice. Students will speak audibly	Exit Ticket A short sequence of questions allowing you to analyse student progress. Provide an opportunity to intervene as close as possible to the point of misunderstanding. They're quick, designed to yield data, predictable and make good 'Do Now's	Do Now Students are able to complete the Do Now with no input from the teacher or peers. If the teacher has to give directions it's not independent enough. Activity should take about 5 minutes and be based on 'Next step' from previous learning	Positive Framing Assume the best when children 'forget' to follow an instruction. Talk about what should happen next rather than focusing on what not to do. Allow plausible anonymity by not using student's names. Narrate the positive to motivate group behaviours	Precise Praise Reinforce actions and not traits by praising hard work. Offer praise linked to the LO and Success Criteria. Differentiate between acknowledgement and praise. Generally, privacy is beneficial with critical feedback. Praise can be public. Vary delivery

- 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.

Above and Beyond Recognition

Children will be recognised for their good behaviour.

- Children will receive sincere verbal praise from a member of staff. In addition, if they have shown one of Salisbury Manor's Values they will receive a house token.
- Merit certificates, outstanding effort notes, good news postcards and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.
- Hot Chocolate with the Headteacher for showing the Salisbury Manor's core values and receiving a value note from a member of staff
- Merit Winners have lunch with the Principal on a Friday

Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will be expected to demonstrate pride in their **Awesome Appearance** and a high level of expectation when moving around school using the **Five 5s (Silent and still, Shirts tucked in, Straight and single file, Hands by side and sensible walking)**. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
- When adults in school require the full attention of a class or group of children, they will use key phrases such as **'Track the speaker'** from the **STEPS** acronym. Pupils are taught to stop what they are doing, turn to face the adult and be ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.

2. Graduated Approach

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Tier 1: School and classroom-wide systems for all children and adults.

Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable.

Tier 3: Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil and record this on CPOMs. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions



being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them

Graduated Approach

Stages		Response
<p>FOLLOW UP, REPAIR AND RESTORE</p> <p>Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.</p> <ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children) 6. How have they been affected? 6. What should we do to put things right? 7. How can we do things differently in the future? <p>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.</p> <p>*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.</p>		
<p>Stage 1</p> <p>Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children</p> <p>Not following instructions</p> <p>Not showing the care 'Be ready, Be respectful, Be safe'</p> <p>Low-level disruption</p>	<p>Reminder</p>	<p>Low key response - Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!</p> <p>Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice</p> <p>REMINDER (Reinforce 3 rules/acronym, privately if possible): <i>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.)</i></p> <p>Example - <i>'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i></p>
<p>Stage 2</p> <p>Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children</p>	<p>Final Warning</p>	<p>Low key response - Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!</p> <p>Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice</p> <p><i>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</i></p>



<p>Not following instructions</p> <p>Not showing the are 'Be ready, Be respectful, Be safe'</p> <p>Low-level disruption</p>		<p><i>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.)</i></p> <p>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.</p>
<p>Stage 3</p> <p>Inappropriate language</p> <p>Challenging authority</p> <p>Not keeping hands and feet to themselves</p> <p>Treating classroom without respect</p>	<p>Space to cool off: Classroom</p> <p>Incident logged on CPOMS</p>	<p><i>"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."</i></p> <p>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.'</p> <p>Adult (who witnessed the incident) to complete 'FOLLOW UP, REPAIR AND RESTORE' questions with child during break/lunch</p> <ul style="list-style-type: none"> • 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 seat. If not or if child refuses, move to Stage 4. • Record on CPOMS. <p>For regular occurrences: Discussion with Phase Lead, Pastoral Team and/or SENCO: consider Behaviour Intervention</p>
<p>Stage 4</p> <p>Continuation of Stage 3/ Refusal to complete Stage 3</p> <p>Obstructive behaviour in refusing to participate/ refusing to work</p>	<p>Space to cool off: In another class</p> <p>Incident logged on CPOMS</p>	<p><i>"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*</i></p> <p>Adult (who witnessed the incident) to complete 'FOLLOW UP, REPAIR AND RESTORE' questions with child during break/lunch</p> <p>Example – <i>"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 Ms Ellis' classroom. I will come and speak to you at the end of this lesson. Thank you for listening."</i></p> <ul style="list-style-type: none"> • Child escorted to designated colleague / follow up to check child has arrived. • Remainder of lesson working alone without causing further disturbance. • Possible removal of privilege / playtime. • Teacher must provide work / activity for the child to complete and communicate this to colleague.




		<ul style="list-style-type: none"> • If behaviour improves, return to class. If not or if child refuses, move to Step 5. • Record on CPOMs. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with Phase Lead, Pastoral Team and/or SENCO: 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. Logged on CPOMs
<p>Stage 5</p> <p>Serious and deliberate</p> <p>Rudeness to adults</p> <p>Leaving room without permission</p> <p>Continues refusal to complete set tasks after having Stage 3 & 4 consequence</p> <p>Upsetting and name calling to other pupils</p> <p>Highly disruptive behaviour</p> <p>Throwing objects across the room</p>	<p>Space to cool off: In another area of the school</p> <p>Incident logged on CPOMS</p>	<p><i>"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."</i></p> <p><i>*DO NOT describe the child's behaviour to other adults in front of the child*</i></p> <p>Example - <i>'I have noticed you have chosen to continue to use rude words. I will now contact Mr Jones and you will need to complete your learning in the learning room. I will come and speak to you at the end of the day. Thank you.'</i></p> <p>Adult (who witnessed the incident) to complete 'FOLLOW UP, REPAIR AND RESTORE' questions with child during break/lunch</p> <ul style="list-style-type: none"> • 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 CPOMs <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with Phase Lead / SENCO / Pastoral Team/ Deputy 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.
<p>SPECIFIC PLAYGROUND SANCTIONS</p>		<p>Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below. You need to:</p> <p>Stage 3. Stand by other staff member</p> <p>Stage 4. Sit on the bench</p> <p>Stage 5. Go inside to Principal/Vice-Principal's office</p> <p>I will come and speak to you in two minutes. (ENSURE YOU DO!)</p>



<p>Stage 6</p> <p>Persistent offensive/ abusive language</p> <p>Throwing objects to hurt</p> <p>Break/destroying class equipment</p> <p>Damaging property</p> <p>Racist/Religious/ homophobic incident</p> <p>Violence (i.e. physical contact made with the intention to harm)</p> <p>Defiance / rudeness towards any adult</p> <p>Persistent taunting, teasing and bullying behaviour</p> <p>Stealing</p> <p>Spitting</p>	<p>Sent to Senior Leader/ Pastoral Support Officer</p> <p>Incident logged on CPOMS</p>	<p><i>"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."</i></p> <p><i>*DO NOT describe the child's behaviour to other adults in front of the child*</i></p> <p>Example - <i>'I have noticed you have chosen to continue to throw objects. I will now contact Mr Jones and you will need to complete your learning in the learning room. I will come and speak to you at the end of the day. Thank you.'</i></p> <p>Adult (who witnessed the incident) to complete 'FOLLOW UP, REPAIR AND RESTORE' questions with child during break/lunch</p> <ul style="list-style-type: none"> • Child escorted to / collected by appropriate adult. • Removal of all privilege / playtime. • Teacher must provide work / activity for child to complete as soon as possible after removal. • Record on CPOMS <p>Consequences</p> <ul style="list-style-type: none"> • Withdrawal from lesson/Internal exclusion • Short fixed term exclusion (0.5-2 days) • Longer fixed term exclusion (2-4.5 days) • Permanent exclusion <p>The consequence will be dependent on:</p> <ul style="list-style-type: none"> • Severity of the incident • Impact on staff/children • Frequency of the incidents • Age/needs of the child • <p>For regular occurrences: • Discussion with Phase Lead / SENCO / Pastoral Team/ Deputy 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.</p>
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Salisbury Manor's Behaviour Blueprint

Our Rules &	Visible Adult Consistencies	Above & Beyond Recognition	Relentless Routines
Be Safe Be Ready Be Respectful	SMP Way Mat 	Verbal Praise House Tokens Merit Certificates Outstanding Effort Notes Postcard Home [Hot Chocolate?]	First Time STEPS SHAPE Five Ss STAR

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 'Individual Learning 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 CPOMs.

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/Pastoral Team. 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 Salisbury Manor, 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 in accordance with our Positive Handling Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the 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. All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMs. 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.

Together: everyone matters. Together: everyone succeeds.

The role of the parent

At Salisbury Manor Primary, 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.

Prohibited items and searches

The law relating to searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" ("Specific Banned Items").

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.



Consequently, schools should note that it may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. If an item is **not** listed in the school's behaviour policy under this heading then a search cannot be conducted without consent from the pupil.

Only the Principal or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

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

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.



Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The school should make this broad definition clear. Any pupil found to be involved in a drugs-related



incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

The Behaviour policy beyond the school gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

Bullying

- Bullying is a form of anti-social behaviour that Salisbury Manor considers inappropriate and unacceptable in all its forms.
- Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.
- It can take many forms.
- Bullying can be motivated by actual differences or perceived differences.

What is bullying?

- Cyber-bullying via text messages or the internet
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings.
- Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email
- Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

Bullying will not be tolerated at Salisbury Manor Primary school.

Parent should refer to the schools' Anti-bully policy for detail on procedures to follow if you are concerned that your child may be involved in bullying activities. If you believe that your child is being bullied you must speak to the classroom teacher in the first instance.



Use of social media

In using social media relate all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Examples of prohibited use:

- Damage to the school or its reputation, even indirectly
- Use that may defame school staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- False or misleading statements
- Use that impersonates staff, other pupils or third parties
- Expressing opinions on the school's behalf
- Using school logos or trademarks.

All incidents of prohibited use of social media should be reported to the class teacher or a member of the school leadership team report misuse of social media.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place

Use of reasonable force

Salisbury Manor Primary follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. All physical intervention is recorded in the 'Bound Book' and monitored by SLT.

Exclusions

Executive Summary or Explanatory Note

To ensure good order and behaviour for learning it may be necessary to exclude students from the premises for a fixed term or permanently. That exclusion is the ultimate sanction. The decision to exclude is the Principal's alone or in his/her absence, the designated teacher in charge.

Legislation and Guidance

Salisbury Manor Primary will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.



The Principal and governing body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

Emphasise that the exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; work experience placement etc. Ensure that this is consistent with the main section of the behaviour policy

Types of Exclusion

Fixed Term Exclusion

Examples of when a fixed-term exclusion may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. State that lunchtime exclusion is equivalent to a half day exclusion. These could include:

- Persistent offensive/ abusive language
- Throwing objects to hurt
- Break/destroying class equipment
- Damaging property
- Racist/Religious/ homophobic incident
- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting

Repeated use of fixed-term exclusion for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)) could be considered ineffective or failing to sufficiently meet a child's needs. There is an expectation that where this is occurring, schools should ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

This will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single one off incident or extreme misconduct.

4. *The Investigation*

Any investigation will be conducted in accordance with DfE guidance so as to be fair. Each case will be judged on the facts and the context considering:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

5. *Principal/Headteacher's Decision*



The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school’s behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

6. *Notification*

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge.

7. *Role of the Local Governing Body*

In the exclusion process including:

- The duty to consider the representations of the parents and how
- That the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- That the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

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.

Owner	Secondary Improvement Team and Primary Team
Department responsible	Secondary Improvement Team and Primary Team
United Learning Independent Schools/Academies/Both	Academies
Reviewed	November 2020
Date Authorised	September 2022
Review Date	September 2023



Appendix A

Rights and responsibilities

Pupil's Rights	Pupil's 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.
Parent's Rights	Parent's 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.
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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.
- Make positive phone calls home at least one every fortnight.
- Send positive notes - at least one per week.
- 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

Assertiveness

Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies.

Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.

(from 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)



Appendix C

Intervention Scripts - Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. 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.
5. 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.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'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

First steps in restorative practice

Saying sorry?

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology.

We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others the reflection is clouded and takes longer to come into focus. The problem is that we seek assurance from the student that they are taking responsibility and an apology seems to satisfy immediately. Perhaps a truly restorative process does not finish at the meeting or conference.

With the spectre of the apology lurking the conversation is tainted, trust reserved. In conversations where mutual trust can develop the shadow of control is cast.

Don't demand an apology. Show them your humility and give them yours. Ask for nothing in return.

Reparation meeting

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

A good Reparation meeting is often structured in 5 steps:

1. What's happened?
2. What were your choices at the time?



3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

Appendix E

To further support children who are exhibiting more extreme behaviours, we use the following principles to support the creation of individual plans:

The Relationship Principle

The extent to which a child sees an adult as a 'secure base' will influence the trust they give, the connection they seek and the compliance they show (particularly 3-8yrs).

The 'Stress Principle'

Children's state of 'stress' constantly fluctuates - as stress rises, children will use (helpful or unhelpful) behaviours that aim to make them feel safe'.

The Positive Reinforcement Principle

When a child experiences a positive consequence for a behaviour they are more likely to repeat it (particularly 3-8yrs).

The Attention Principle Children

Repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

The Consequence Principle

A consistent consequence will begin to reduce or weaken a behaviour.

The Learning Principle

If discipline is focused on learning from mistakes, children experience your hope for them. If discipline is focused on punishment, the action will 'shame or fame' a child, undermining the other principles.

Children 'misbehave for a wide variety of reasons' Principle! When dealing with an episode of extreme behaviour adults should consider:

- the safety of the child;
- the safety of others. Only when a person/people are unsafe will we act to restrain or remove people.

