



Wesley Methodist Primary School

Positive Relationships Policy

Shine like stars as children of God

Policy Review Details	
The Induction policy will be reviewed in line with the policy review schedule	
Date of issue: September 2022	
Headteacher Signature	Rhys Jones
Governor Signature	
Date of next review: September 2023	

Our Vision

Wesley Methodist Primary School aspires to be a Christian family where all stakeholders work towards ensuring that our children “shine like stars as children of God”

Phillipians 2:15.

We aim to promote the value of self, others and the environment.

Underpinning of our vision

The vision of Wesley Methodist Primary School is underpinned through our use of the Fruits of the Holy Spirit to ensure that we all have a secure understanding of the importance of our roles within our community and how to be good citizens that support and enable all to flourish. The use of these values support our vision’s aims and gives our children a daily mission to uphold these through their attitudes and learning behaviour.

Our curriculum is developmentally responsive which actively engages all in learning skills in a context; integrative – directing children to connect learning to daily lives; and exploratory – enabling children to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

Safeguarding Statement

At Wesley Methodist Primary School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

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Statement of intent

Wesley Methodist Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe that, in order to facilitate teaching and learning, and offering our children the best possible opportunity to shine like a star as a child of God, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core Christian values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. The school is committed to ensure that our vision, and nurturing ethos embody our approach towards behaviour. At Wesley we encourage our children to develop spiritually, socially, personally and academically.

We have used extensive research to create this policy and frame it around the work completed by Paul Dix.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health through our extensive pastoral care and interventions that are available.

The aims of this policy are:

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

The purpose of this policy is to provide simple, practical procedures for staff and learners that:

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

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Physical Intervention Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher and SLT are responsible for:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess college wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

Middle leaders are responsible for:

- Standing alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Meet and greet learners at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
Make sure that the 'buck stops here'

All members of staff, including teaching and support staff, and volunteers are responsible for:

- **Meet and greet** at the door.
- Refer to '**Ready, Respectful, Safe**'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson.
- Be **calm** and give 'take up time' when going through the steps. Prevent before
- sanctions.

- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- An excellent attitude towards their learning and behaviour.
- Showing resilience in academic and social situations.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Consistency in Managing behaviour

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring ‘certainty’ at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.

- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

Recognition and rewards for behaviour

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

‘It is not what you give but the way that you give it that counts.’

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

We have a focus on deliberate botheredness with all children we aim to build emotional currency with our children deliberately. We know that there will be a time when it can be spent – a crisis averted, an angry acceleration halted. It is the smiley face drawn on a piece of work, a book brought in about a topic a child is passionate about, the positive mention you make to another member of staff. With some children it can take a long time for the drip effect to break down barriers, but it always works. Done well, the drip effect of positive recognition beats grand material rewards.

We also recognise our children's efforts at classroom level, key stage level and whole school level. The children have opportunities to earn themselves dojo points in the classroom for going above and beyond in their attitude to learning and behavior. They have the opportunity to share their work with other classes to receive higher praise. The children also have the opportunity to be reward with a range of rewards at SLT level including: gold awards, star awards and Headteacher awards. The children also have a tiered level of award after earning a specific amount of dojo points.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Classroom rules and routines

Wesley has three clear rules to be followed at all times by all members of our school community: Ready, Respectful, Safe. At classroom level these will look slightly different from Reception to Year 6 and are carefully scripted within each individual classroom, they are also worded positively e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”. Building on the School's ‘Shine Like Stars as Children of God.’

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are

occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps.

The Headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with Ready, Respectful and Safe and ensure that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school our three rules: Ready, Respectful, Safe, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.

Report unacceptable behaviour.
Show respect for the school environment.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships – deliberate botherdness

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

The reminder

A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them 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 good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it

contravenes.

c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.

d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions
- Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of 'On Call'/Security will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Reparation meetings at Wesley are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

What's happened?

What was each party thinking?

Who feels harmed and why?

What have each party thought since?

What behaviours will each of us show next time?

Reaffirm your commitment to building a trusting relationship.

Staff at will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.

Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. At Wesley we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance,

behaviour or progress issues. The learner will be allocated a Personal Learning Coach mentor

who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner

- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

All of these matters will be confirmed in writing and recorded on CPOMS.

Physical intervention

Trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be **asked to collect the pupil and take them home for the rest of the day**.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.

- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Monitoring and review

This policy will be reviewed by the Headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **September 2023**.

Appendices

Appendix 1: Strategies

Classroom strategies to support therapeutic classroom	Strategy
General	<ul style="list-style-type: none">-Deliberate botheredness-Display class expectations (R,R,S)-Visual as well as verbal expectations-Actively notice positive behaviour-Start with the child's name when speaking to them-Reduce language, consider visual cues-Mean what you say and carry out sanctions once set-Consider language use: assertive sentence stems, making choices-Not emotional responses-Ignore but don't forget secondary behaviours-Talk about and model expectations
Decreasing anxiety levels	<ul style="list-style-type: none">-Clear routines-Structure and consistency-Consider use of a calm area with sensory needs being met-Worry monster, mindful colouring, jigsaws-Communicate to children any changes in staff
ADHD	<ul style="list-style-type: none">-Brain breaks-Physical activity-Emotional regulation opportunities-Visual timetable with breaks-Now and then charts-Sensory circuit intervention-Behaviour contract
ASD	<ul style="list-style-type: none">-Calming area-Quarters for behaviour management-Consider use of language
Sensory processing	<ul style="list-style-type: none">-Fidget toys (given by SENDCO)-Sensory playtime-Wobble cushions-Ear defenders

Appendix 2: Script and sanctions

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
4. Sanctions need to be in proportion to the action It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Examples Behaviours	Possible Actions	Person Responsible	Scripted Responses
<p><i>Level 1:</i></p> <ul style="list-style-type: none"> -Low level disruption in class or on the playground -Shouting out -Running inside -Ignoring instructions -Bringing in banned items -Misuse of classroom equipment -Distracting others -Pushing in line -Making inappropriate noises during lessons 	<ul style="list-style-type: none"> Reminder Second reminder Moved to another area of the classroom Confiscation of banned item or misused equipment Time out of class with an adult Last warning conversation – in private 5 minutes owed at break Sent to a buddy class to work (in the same phase) Restorative conversation 	<ul style="list-style-type: none"> Class teacher Teaching assistants Lunchtime supervisors 	<p style="text-align: center;">Assertive Sentence Stems</p> <p>You need to ... (speak to me at the side of the room).</p> <p>I need to see you ... (following the agreed routine).</p> <p>I expect ... (to see your table immaculately tidy in the next two minutes).</p> <p>I know you will ... (help Kyra to clean the pen off her face).</p> <p>Thank you for ... (letting go of her hair, let's walk and talk).</p> <p>I have heard what you said, now you must ... (collect your things calmly and move to the thinking spot).</p> <p>We will ... (have a better day tomorrow)!</p> <p style="text-align: center;">30 Second Script</p> <p>"I noticed you are" having trouble getting started/struggling to get going/wandering around the classroom. .</p> <p>"It was the rule about" "lining up/staying on task/sitting in your seat that you broke. .</p> <p>"You have chosen to" move to the back/catch up with your work at lunchtime/speak to me after class.</p>

			<p>“Do you remember last week when” you showed how well you could listen/helped me tidy up/got that note sent home? “That is who I need to see today.” “Thank you for listening.”</p> <p>I have noticed you chose to...this is another reminder..</p> <p>I have noticed you are..by doing this you have given me no choice but to/have made the choice to...</p>
<p><i>Level 2:</i> -Persistent and repeated level 1 behaviour which affects other pupils’ learning -Use of inappropriate language: name calling, swearing etc -Walking out of class or away from adult -Graffiti on books, equipment or furniture -Repeated refusal to complete learning</p>	<p>CPOMS log</p> <p>Message/phone call home to parents.</p> <p>Missed part of break or lunch time play</p> <p>Missed events such as after school clubs</p>	<p>Class teacher</p> <p>Pastoral support</p> <p>SLT as support depending on severity</p>	<p>You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen ... If you choose not to do the work, then this will happen ... I’ll leave you to make your decision.</p> <p>Do you remember yesterday when you helped me to tidy up? That is the Luke I need to see today, that is the Luke you can be all the time.</p> <p>I don’t like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don’t like your behaviour, but I believe that you can be a success.</p> <p>I am not leaving; I care about what happens. You are going to be brilliant.</p> <p>What do you think the poor choices were that caught my attention?</p> <p>What do you think you could do to avoid this happening in the next lesson?</p> <p>Luke it’s not like you to ... (kick doors/shout out etc).</p>
<p><i>Level 3:</i> -Personal or discriminatory comments directed at staff or pupils -Throwing objects with intent to harm -Stealing -Physical violence towards another pupil</p>	<p>CPOMS log</p> <p>Missed break or lunch time play</p> <p>Referral to outside agencies</p> <p>EH assessment</p> <p>Meeting with parents</p> <p>Individual behaviour management plan</p> <p>Internal exclusion</p>	<p>Class teacher</p> <p>Pastoral support</p> <p>SENCO</p> <p>SLT</p>	<p>Empathetic scripts:</p> <p>It looks like you feel ____</p> <p>I wonder if you feel like this because...</p> <p>I understand you may feel...</p> <p>When I feel ____ these things help me calm down</p>
<p><i>Level 4:</i> -Uncontrollable, dangerous behaviour -Leaving school premises -Being a significant danger to themselves or others -Violence or intimidation directed at any member of school</p>	<p>CPOMS log</p> <p>Meeting with parents</p> <p>Fixed term exclusion</p>	<p>SLT</p> <p>Pastoral support</p>	

Buying yourself time to think through your response in high pressure situations:

I am going to come and speak to you later about what will happen next.

I am going to walk away to give you a chance to calm down.

I don't think I have enough information to make a decision right now.

Appendix 3: Rewards

Rewards will be available for the children both individually and as group/class rewards. These rewards must be relevant to the act that has taken place.

Individual awards:

- Thank you, well done and congratulations for following our school rules.
- Stickers from individual adult for consistently following our school expectations.
- Headteacher awards for outstanding personal achievement.
- Classroom VIP
- Work to be displayed within the classroom.
- Notes/Messages/Calls home.
- Showing work to another class.
- Dojo points for an act of above and beyond: cleaning up other peoples work areas, cleaning up the school environment, supporting peers in their learning etc. Once thresholds of dojo points (10, 25, 50, 75, 100) are met the children will receive a choice from the prize box in the Deputy Headteacher's office.
- Star award for those children who consistently follow our school rules and expectations over a half term. They will have a whole afternoon of free choice at the end the half term to say thank you for their learning behaviour and attitude in school.

Group/Class rewards:

These will be decided by the individual teacher in the classroom. This will be a joint achievement to work towards based upon their learning behaviour and attitudes within lessons. The classes can enjoy a treat decided by the teacher with the children, this could be:

- An extra playtime.
- Hot chocolate and a biscuit.
- Choice from the prize box.